

THE BULLETIN

NOVEMBER 6, 1995 ~ 49TH YEAR ~ NUMBER 7

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A week to remember

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Lobby, Protest, President Urges

U OF T IS SITTING TIGHT IN anticipation of the government's economic statement this month. The University, said President Robert Prichard, is not making contingency plans for spending cuts because "we don't want to create a self-fulfilling prophecy."

The University's strategy, Prichard told Governing Council Nov. 2, is to focus its energy on persuading the government that massive cuts are a mistake and would undermine universities, the community and the economy, he said. The province has proposed chopping \$400 million in post-secondary education funding.

Prichard suggested that University governors lobby and write to MPPs, members of the Ontario cabinet and especially members of the powerful Planning & Priorities Committee letting

CENTRE OPENING A GALA OCCASION

Management's new home was built on "vision, generosity, determination and faith"

BY ALIDA MINCHELLA

THE UNIVERSITY'S NEW JOSEPH L. ROTMAN CENTRE FOR MANAGEMENT is a wonderful testimony to what partnerships can accomplish, speaker after speaker reiterated at the opening Nov. 1.

"This building is the result of the vision, generosity, determination and faith of many, many people," President Robert Prichard told about 600 guests, representing a virtual who's who in the business, government and university sectors.

Among the guests were Lieutenant-Governor Henry Jackman, Toronto mayor Barbara Hall, Minister of Education & Training John Snobelen, former Ontario premier Bob Rae and CEOs from a number of organizations, among them Ernst & Young, Second Cup and *The Globe and Mail*.

The \$23.7 million building was financed jointly by the public and private sectors. In the early 1990s the Ontario government committed almost \$14 million to the project, while the City of Toronto made a \$1 million contribution. Private sector business

and corporate donations were led by a \$3 million gift from Joseph Rotman and his wife Sandra Rotman, a graduate of the commerce program at U of T, is chair and CEO of the Clairvest Group merchant banking company. Other private sector donations

included \$1 million from faculty member Professor James Fleck, CEO and president of Fleck Manufacturing Company, and his wife Margaret as well as gifts from the Canadian

~ See GALA: Page 5 ~



Donor Joseph Rotman has a word with Chancellor Rose Wolfe and President Robert Prichard prior to the opening of the Joseph L. Rotman Centre for Management Nov. 1.

PHOTO BY FROST PHOTOGRAPHIC

Student Recruitment Assumes Higher Priority

BY KARINA DAHLIN

STUDENT RECRUITMENT HAS received a prominent place on the University's agenda.

In the near future a new department of recruitment will be established and later a visitor's centre opened as a focal point for prospective students who are on campus for the first time. The centre may double as an alumni house and could be a natural workplace for students. Provost Adel Sedra has issued a memorandum asking professors to show maximum flexibility in scheduling their classes to accommodate students who wish to participate, Prichard said.

The rally is scheduled to start at noon at Convocation Hall. Provost Adel Sedra has issued a memorandum asking professors to show maximum flexibility in scheduling their classes to accommodate students who wish to participate, Prichard said.

The search for a recruitment director started last week. He or she

will report to Dan Lang, vice-provost

and assistant vice-president (planning and budget), with a "dotted-line reporting relationship" to Jon Delandrea, vice-president and chief development officer, Sedra said.

Recruitment staff will work closely

with members of admissions and awards, alumni relations and public affairs.

Basically the role of the department

will be to promote the University and attract the attention

of as many promising students as possible, Sedra explained. When prospective students express interest in a certain discipline, the appropriate department will take over.

A catalyst for the new emphasis on recruitment is the report of the Commission on Undergraduate Student Recruitment & Admission by Professor Peter Silcox of political science at Erindale College. Silcox recommends, among other things, that a recruitment department be established and that the University start a recruitment campaign, first to maximize the number of superior applicants, then to increase the number of acceptances from these students.

Sedra suggested one way of achieving the latter may be to assure the superior students early in the process that they are welcome at U of T — before they receive approval from competing schools in the U.S.

The 118-page report (with approximately 80 pages of appendices) examines four areas: recruitment, admission, scholarships and transition.

Sedra will implement recommendations on recruitment and admissions as soon as possible.

In the area of scholarships Silcox recommends that financial aid to

students be increased and Sedra agrees. This year the U of T Scholar's Award was increased from \$1,700 to \$3,000, he pointed out. But no further action will be taken until the Ontario government's policies on funding and tuition fees are known, probably later this month. If fees increase significantly the University will spend more money on bursaries and other aid, Sedra said, to accommodate good students with limited financial resources.

The transition to university is difficult for many incoming students and has received a fair bit of attention lately, for example, with the creation of the first-year 199Y seminars and the second-year 299Y research opportunities in the Faculty of Arts & Science, Sedra said. Improvements will continue and are the focus of the provostial adviser on undergraduate education, a position currently held by Principal John Browne of Innis College.

The Silcox report does not indicate how well the University is doing in terms of attracting top students. However, in their response to the report, Lang and Karen Swift,

Street Beautiful

BY ALFRED HOLDEN

U OF T MAY SOON REALIZE ITS plans to revitalize St. George St. through what President Robert Prichard calls "a breathtaking opportunity."

The University, the City of Toronto, Metro Toronto and a donor have formed an unprecedented partnership to beautify the once stately street. Some details and the actual designs have yet to be worked out and additional funding is needed. But as it stands now, an anonymous donor has agreed to give

up to \$1 million to the project. The city plans to divert about \$1 million that had been earmarked for infrastructure repairs on the street.

A further \$2 million is being sought but the private donation is the catalyst that could spark construction as early as next spring, Prichard said. And the partnership may be a first, he told a Nov. 1 meeting at Woodsworth College where plans were discussed. "I don't know

~ See STREET: Page 6 ~

Four Systems Start New Era of Administration

BY JANE STIRLING

IT'S THE NEW WAY OF DOING business. Today Nov. 6 marks the launch of the University's financial information system that will streamline work, cut costs and make U of T a more efficient place.

"We're trying to make the administration support the business of this university more effectively," said Chris Handley, director of Rethinking Administration, a project that tries to simplify procedures and reduce the amount of unnecessary work at U of T. The launch of the system will herald a more cost-efficient way of supporting teaching and research from purchasing and buying goods to setting budgets.

The financial information system is the first of four integrated University-wide databases to be implemented. Collectively known as the Administrative Management System, the systems will be used in the areas of research and international relations, development and human resources as well as finance.

The various components of AMS are to come online in varying stages, starting today with finance and finishing with the payroll component of human resources in 1997. There may be some glitches at first — in fact Handley said he would be surprised if there weren't — but it will be a far sight better than the old method where reports had to be reconciled from different systems, Handley promised. He said the old system had three or even four people dealing with the same information, "a gross waste of employees' time" that often resulted in data entry errors.

More than 350 business officers across U of T's three campuses are affected by the new financial information system, said project manager

Maries Burkhardt. Today these individuals will be able to request purchases online, view their budgets and produce reports online. Following a system "rollout" to each division in early 1996, the business officers will have even greater capabilities, she said. They will, for example, be able to do online planning and budgeting and online posting of internal transactions.

Burkhardt said that learning the new system "may be a huge jump for people who've done everything on paper before." But she believes it is a tool of empowerment. "People will have to take more responsibility for their work now."

Cathy Eberts, project manager for the research information system, is gearing up for January when the research component will be implemented. In the initial stages only the central research office at Simcoe Hall and the Faculty of Medicine's research office will be affected as they consolidate their databases. In the spring, department chairs and principal investigators will be shown how to produce analytical reports, check on the status of grants and examine potential areas of funding. The system will track inventions and resulting revenues. "We'll be drawing together information about research at the University in a single definitive source that does not exist right now," Eberts said.

The system will also have an international relations database with information on international agreements, countries where the University is conducting research and international contacts.

Of T's fund raisers and business officers will be able to access the online development information system by Feb. 12, said project manager Willie Lam. The system succeeds Giftrap and will handle all advancement functions from issuing tax

receipts and recording donations to coordinating activities surrounding potential donors. The information will be decentralized to all development constituency offices, he said. This means less duplication of effort

between the central development office and the constituencies.

Finally the human resources component comes on stream in May. When fully implemented, divisions will be able to make online changes to

employee information instead of sending the changes to 215 Huron where they are currently input, said Laleah MacIntosh, project manager. The system will also integrate the human resources and payroll databases.

RALLY FOR UNITY



Erindale College students took matters (and pens) in hand Oct. 25 during a celebration for a united Canada. About 200 people signed a 10-foot-long banner Better Together — Meilleur Ensemble — which was sent to Laval University in Quebec City before the Oct. 30 referendum. The Mississauga campus students also wore and sold pro-federalism T-shirts with proceeds going to the United Way of Peel.

PHOTO COURTESY OF ERINDALE COLLEGE

Ontario's Economy Would Have Worsened with Yes Vote

BY SUZANNE SOTO

THE NO SIDE'S NARROW VICTORY in Quebec's Oct. 30 referendum on sovereignty created economic uncertainty in Canada but this is nothing compared to what might have ensued had the Yes forces won, a professor says.

Speaking at a Nov. 1 panel discussion on the legal, political and economic implications of the referendum result, Professor Jack Mintz of the Faculty of Management said Ontario's economy, in particular, would have suffered.



Karen Knop

"The fallout from a Yes vote would have led to a significant recession in Ontario where we've already had two quarters of negative growth," Mintz told the audience of about 200 at Flavelle House.

Organized by the Faculty of Law, the two-hour forum featured 10 U of T and visiting scholars from the fields of law, political science and management. The speakers addressed such questions as: How was this referendum different from that of 1980? Should Canada's constitution be amended to accommodate Quebec's demands? Does Quebec have the right to declare independence from Canada?

Professor Albert Breton of the Department of Economics pointed to two significant differences between the 1980 and 1995 votes. On Oct. 30 a large number of Quebecers who are not separatists chose separation for the first time in their lives.

"They crossed the threshold, which means that in the future it will be much more difficult to get them back to vote for federalism if there is another referendum." Another difference was that those who supported federalism this time openly identified themselves as federalists, something they feared to do in the past.

The speakers' opinions varied widely on amending the Constitution to grant Quebec distinct society status, on limiting federal spending powers and on giving Quebec and the other provinces more control over taxation, employment and immigration.

Professor Katherine Swinton of the Faculty of Law said the country's current climate of political distrust demands constitutional reform. But

Professors Robert Howe of law and Stefan Dupré of the Department of Political Science spoke against such action. The federal government, Howe said, should not open the Constitution but reassess its leadership instead. Dupré said the government should wait some time and then pursue a fiscal, rather than constitutional, agenda with Quebec. Kent Roach of law noted that while Ottawa may be prepared to give Quebec veto powers over certain matters, this should also be granted to aboriginal people.

Professor Karen Knop of law said that by the most conservative standards of international law as defined by the United Nations, Quebec does not have the right to secede from Canada. She added that some exceptions have been made in the past but only because the nations wanting self-determination were not seeking full-fledged secession.

Eliciting applause, hisses and laughter, Howe noted that Quebec does not have the right to self-determination under Canada's constitution. Canada, then, should be better prepared when the province attempts again to separate. "I do not think we should give them Montreal and we should be doing a lot more planning," he said. "We should be taking the measures necessary so that in the event of a conflict, Quebec government assets can be seized and we can have security in case they try to walk away from our debt."

Minimal Repairs to Day Care Centre

THE UNIVERSITY AND CAMPUS Co-op Day Care Centre have reached an agreement that could see the centre's fire-damaged premises on Devonshire Place reopened by Dec. 1.

About \$20,000 will be spent to bring 124 Devonshire up to standard but the repairs will be minimal because the site is slated for redevelopment as early as 1997, said Professor Michael Finlayson, vice-president (administration and human resources). The University's master plan calls for the redevelopment in tandem with plans for nearby Varsity Stadium.

Co-op spokesperson Omar Latif said he is pleased the centre will be able to move back but wished it were happening sooner. The centre's 51 youngsters have been in inadequate temporary facilities at a downtown community centre since the fire. "And the long-term future is cloudy. Our position is that we would like an alternative site when the time comes to develop that property."

On Aug. 17 fire gutted an office and caused extensive smoke damage

to the centre. The University, Latif said, first agreed to make repairs, then changed its mind, causing uncertainty and hardship for the families that use the facility. Most are U of T students, staff or alumni or have some other affiliation with the University.

In an interview Finlayson acknowledged there was uncertainty in the weeks following the fire. "We were faced with the question, do we spend \$120,000 on a building we're about to demolish? It's not a sensible use of the taxpayers' money."

Of T, he said, is in the midst of a major study of campus day care facilities, reassessing the extent to which it supports what are basically independent day care facilities with premises, head and utilities.

The University is anxious to develop the stadium site, Finlayson said. "It's not a lovely site, it's expensive to maintain, so we're really under a considerable amount of pressure to do something about it. The city doesn't love it, it doesn't enhance Bloor St., it doesn't enhance the campus and the stadium is never filled."

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Hart House Activities

Special Events

Formal Debate with former premier Bob Rae on Wednesday, November 22nd at 7:30 p.m. in the Debates Room. All welcome.

Graduate Dinner Series - Tuesday, November 13th at 6 p.m. in the Debates Room. Special guest speaker John Crapar (Indigenous Studies). For tickets and more information, contact 978-2447.

Art Competition - First Annual One-Art Painting Competition. Competition is open to all U of T students, faculty, staff, and alumni members. For more information, contact 978-5382. *Hart House Wine Seminar* - Thursday, November 9th, 16th & 23rd at 8 p.m. in the Music Room. For tickets and information, contact the Membership Services Office, 978-2447.

Latin American Performance Art Series - featuring three Latin American artists/ensembles. *Yerka Vivas*, *Nomra Ariza* & *Cielo Soeneiro* on Thursday, November 16th at 8 p.m. in the Music Room. *Banckie Ensemble* - West Gallery. Michael Gerry, monologists. East Gallery: Robert Marchessault, painter. Meet the artists on Thursday, November 16th from 5-7 p.m. in the Music Room.

Arter Rehearsal - Student Art Exhibit. Eva Deutschmann. Show runs until December 2nd.

Music

(For more information, contact 978-5382.)

From the Hart Series - The Combinations (distinctive folk music) perform on Thursday, November 9th. The Lionel Williams Trio performs gospel, blues and jazz on Thursday, November 16th - 8:30 p.m. in the Lower Gym.

Investment Club - Paul Taylor speaks about "Mutual Funds" on Wednesday, November 15th at 6 p.m. in the East Common Room.

Yoga Class - Beginner and Intermediate classes on Monday and Wednesday evenings. Contact 978-2447 or 978-2562 for more information.

Athletics

(For building hours and pool hours, contact 978-2447)

Pick-up Basketball - Indoor and outdoor courts from 1 - 2 p.m., and Fridays from 1 - 3 p.m. in the Lower Gym. *Pick-up Volleyball* on Mondays and Tuesdays from 1 - 2 p.m. in the Lower Gym.

Schedule for registered athletics instruction classes, drop-in fitness, pool, and athletics facilities hours are available at pick-up at the Hart Porters' Desk, Membership Services Office, and the Hart House Desk.

Table Tennis Club meets Fridays at 7 p.m. in the Lower Gym.

Please Note: The northwest entrance to Athletics from Tower Road is closed for the winter from November 1st. (The door will be opened in the Spring). Please use the main entrance on Hart Circle.

November is Membership Campaign month. Help strengthen Hart House! Introduce new Senior Members November 1st to 30th. Prizes for the top point totals of the month. Details at the Porters' Desk, 978-2452 or Membership Services Office, 978-2447.

HART HOUSE
UNIVERSITY OF TORONTO

PROFILE



DEN MOTHER

Diana Alli has won the hearts of many medical students — the cards, gifts and awards bear witness

BY KARINA DAHLIN

DIANA ALLI MUST BE ONE OF THE MOST motivated employees at U of T. A counsellor, an administrative coordinator and an executive assistant in the student affairs office at the Faculty of Medicine, Alli positively beams when she talks about her job.

Some years ago, when she found herself in difficult times, her faculty offered a helping hand. It's a gesture Alli will never forget and she shows her gratitude in many ways. Although she's a single mother, she works day and night and fields calls on her personal 24-hour hotline, helping students with everything from application writing to emotional problems.

Cultural diversity is an issue close to Alli's heart. Last year she played an active role in the creation of a summer program for black high school students to work with faculty mentors. Her hope is that by welcoming members of under-represented groups to the medical school, the number of applications from those groups will increase. Outreach rather than affirmative action is the way to go, she believes. And there is a way to go: this year's incoming class of 177, for example, includes two black and no aboriginal students.

Like the bunny in the battery commercial on TV, Alli keeps going and going and going. Helping others energizes her. For instance, her dream is to see a roof over the head of each homeless person in the city, but for the time being she tries to ease their lot by participating in a program known as Winter Welcome, run by parishioners at St. Patrick's Church on McCaul St.

Alli has received several awards for her work. Last year she won two: the faculty's Aikins Award in Course Development & Coordination, presented to an administrative staff member for the first time, and the 8T9 Medical Alumni Award. In a nominating letter one student said: "There are few people who can efficiently run a busy departmental office, yet still have the capability to be as compassionate and caring as Diana Alli. Having lost a close family member during my studies at the Faculty of Medicine, I have come to

appreciate the tremendous advice and support that Diana has provided me. It is people like her who have made my experience at a large institution like the University of Toronto so personalized and meaningful."

Alli's office is full of mementos of her "kids." Her bulletin board is covered with their letters of thanks — "When they write to me they are also writing to the faculty," she reminds me — and a recently delivered basket of plants is accompanied by a thank you card that says, "If there were more Diana Allis in the world, it would be a much better place."

It's enough to make you weep — or wonder. What kind of person is able to create so much goodwill around her? Perhaps someone who is determined to improve her existence, someone keenly aware of what contributes to a good, and a bad, life.

Alli has had her ups and down. Born in Bombay, she attended high school in England and planned to go to medical school. However, her plans were disrupted when her father and brother died tragically in separate accidents in the late 1960s. After working as a secretary in London, she moved to Guyana, South America, where she ran a clothing and laundry business for four years. Next she emigrated to Canada and began working at U of T, first in engineering, later in medicine.

Twenty years later she finds herself in the ranks of managers at U of T and a student of business management at Ryerson Polytechnic University. She loves her job and the students love her. It's difficult to imagine anyone in today's climate being so satisfied; doesn't she have a single complaint, just a tiny one? She concedes that downsizing efforts have caused problems for employees and students but is pleased the University has become more responsive to the needs of its members — and anyway, all the restructuring is going to make the medical school even better, she points out.

Perhaps the University could do more in the area of cultural diversity, she adds. But then we know that the University *is* doing more because Alli is doing more. People like her give the University a good name.

Policy Recognizes Value of Career Development

BUSINESS BOARD HAS APPROVED A new training and career development policy for administrative staff.

The new policy is a complete revision of the 1976 version and is the result of negotiations between the University and the U of T Staff Association. "The previous policy was a little skeletal," said Professor Michael Finlayson, vice-president (administration and human resources), at the Oct. 10 Business Board meeting. "This is a self-conscious acknowledgement of the University's commitment to career development and training of its staff. And it is a more coherent statement

of the University's obligations, managers' obligations and employees' obligations."

Training and career development includes formal training or courses of study, secondments, career counselling, networking and seminars. The policy states that staff will be provided with opportunities and time away from the job to maintain and develop their skills, adapt to changing workplace needs and fulfil their potential within the University. "The need for this is more apparent now than it has been in the past," Finlayson said.

The new policy removes two major obstacles for staff interested in

professional development: time and funding, said Louis Oliver, president of UTSA, in an interview. A centralized fund takes the financial pressure off individual departments that had to pay for training in the past. The policy also spells out a supervisor's responsibilities to ensure that staff — including those with heavy workloads — are able to get away from their office for further training. "The University will get this investment back, over time," Oliver said. "People will perform better in their jobs."

It is impossible to put a comprehensive price tag on the implications of the new policy until after it has been implemented, Finlayson said. However, figures comparing training and career development expenditures in 1993-94 and 1994-95 show an increase in almost every program area — \$1.1 million compared with \$1.5 million. Finlayson believes next year's costs will be even higher.

"We haven't figured out how to cost it because spending on training is a loose concept. There are direct costs and indirect costs," he said. "It's

all over the place. It's the salaries of people in training, tuition waivers, money for conferences ... it takes many different forms."

The policy details the responsibilities of senior administrators, department and division heads and supervisors to "create and foster an environment that facilitates and enhances the skills training and career development of staff." Staff members are expected to take the primary responsibility for managing their own careers while human resources will provide support.

Gala Opening

- Continued from Page 1 -

Imperial Bank of Commerce and Xerox Canada. "The building today is a microcosm of how so many different forces come together to make possible a dream," Prichard said.

With 1,500 students and 60 full-time faculty members, the faculty is consistently ranked among the top business schools in Canada. Offering graduate, undergraduate and doctoral programs along with an executive MBA program and a series of other educational programs, the school produces graduates who are sought by leading corporations and employs faculty members who are lured away by other business schools, said Dean Hugh Arnold. "Our physical location in Toronto combined with the remarkable intellectual strength of the University of Toronto creates opportunities and advantages unrivaled by any of our competitors."

For years, however, the faculty lacked an essential component — a home of its own — and until this term, classes were held in five different locations. "The Joseph L. Rotman Centre for Management creates an environment for extraordinary achievement of our students, faculty and staff," Arnold said. It also gives the University the confidence and ambition to lead the business school to a position of pre-eminence, he said.

The loss of bright, young minds to schools in the United States and

Europe was what sparked Rotman's excitement for business education. "The community has an obligation and responsibility to provide a quality education for our young people so that they as individuals and we as a country are equipped to compete in the global economy," Rotman said. A facility was needed that would send a message to students, faculty and the business community that the University was moving to a new standard as well as allowing for the provision of the most sophisticated technology available to ensure excellent programs for students, he said.

The 107,000-square foot building on St. George St. was designed by architects Zeidler Roberts Partnership. Each classroom has a lecture podium and audio-visual system that are connected to allow projections of images from a computer, VCR or material placed on a visual imager, resembling a built-in overhead projector. With the help of data and power hookups students have access to the University's computer network. The building houses two computer labs, computer research labs and three data communication rooms. Amenities include an 8,000-square-foot library, an executive centre with study rooms and a dining lounge.

Architecturally the building's focal point is the Fleck Atrium which is enclosed by three-storey south and west wings and five-storey north and east wings.

Student Recruitment

- Continued from Page 1 -

associate registrar, assembled data on the entering averages of high school students. "The data show we have been improving steadily," Sedra noted. "But just because we are doing well, we shouldn't rest." Indeed, the attention paid to recruitment is not a result of "something being broken," he added. Rather it is based on the realization that now is the time to accelerate improvements.

Universities across North America are competing for outstanding students and Sedra expects the competition to become increasingly fierce. Top students attract top faculty and make "a great university great," he said. To compete, the University should think in business

terms and advertise itself. "We want people to know what this university offers to potential students and we want to broaden our catchment area. We are delighted we are able to attract a large number of students from the Greater Toronto Area, but we believe the University is a national resource and we should be attracting more students from all over Canada."

Sedra said the message should be that U of T is "a university with a certain character that provides a rich intellectual environment in the middle of the downtown of a vibrant city — a large research university with a college system that provides a human-scale environment for our students."

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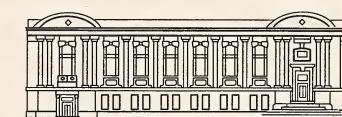
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Northrop Frye Awards, 1996

Linking teaching and research in all of our educational programs is a central objective of **Planning for 2000**, the White Paper on planning for the University's future. To support this objective, the University of Toronto Alumni Association has joined with the Provost in sponsoring the **Northrop Frye Awards**.

- Five individual prizes (\$2,000) will be awarded to faculty members who demonstrate innovative and exemplary ways of linking teaching and research.
- One divisional prize (\$6,000) will be awarded to a department, faculty or college for extraordinary curriculum innovation aimed at strengthening the link between teaching and research.

The Provost and the UTAA are pleased to invite nominations for these new awards, to be submitted through the nominee's Dean or Chair.

For further information and nomination forms, please call
(416) 978-4258 or (416) 978-6536
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Deadline for 1996 Awards nominations:
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Economics 101



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Lectures Focus on Future of Science

CALL IT THE NOBEL FEST, PART TWO.

Last year U of T was host to 11 Nobel laureates from around the world for the inauguration of the John C. Polanyi Chair in Chemistry. Ten delivered free public lectures to standing-room-only crowds at Convocation Hall. It was such a successful event, says organizer Professor Martin Moskovits, that U of T will be doing it again but on a somewhat smaller scale.

"The response last year from the general public was overwhelming," said Moskovits, chair of the Department of Chemistry. "It was extremely encouraging to learn there were actually people banging on the doors of Convocation Hall to get in because they wanted to listen to scientists."

On Nov. 16 three Nobel laureates will join Polanyi to talk about the future of science. At one time all three worked in Canada but left to pursue their research in the US. George Olah (chemistry, 1994) will speak on Oil, Gas and Hydrocarbons in the 21st Century: Challenges & Solutions; Rudolph Marcus (chemistry, 1992), on Evolution of Basic Research and

Applications: A Personal View; Arthur Schawlow (physics, 1981), on Learning about Light, and Polanyi (chemistry, 1986), on The Future of Science: A Canadian Perspective. The free lectures will be held in Convocation Hall starting at 2 p.m.

The three visiting Nobel Prize winners are "in many ways walking examples of Canada's brain drain," Moskovits said. "Because they are expatriates I believe they will have useful insight on our situation in Canada, perhaps even sound a warning and provide some guidance on behalf of research in this country."

The talks will also help keep research on the public agenda, he added. "Quite frankly, things look bleak for science and technology in Canada and I am very concerned about the future. Last year, during the science and technology review, the federal government sought advice across the country on how to plan for the future, but in the end the consultation process fizzled, a very disheartening development. I believe Canada really missed an opportunity to tackle some important science and technology issues."

In Praise of Outstanding Research

AND ODE IS A POEM MEANT TO BE sung. It is an ancient and important form in the history of music, dance and literature and for his stellar efforts exploring the meaning of the ode Professor François Rouget of the Department of French has won a John Charles Polanyi Prize.

The prize carries a \$15,000 award and Rouget is one of 15 young winners from U of T. Professor Karen Bradley Clay of the Department of Economics is the other. The prize is given to outstanding young researchers and scholars at Ontario universities for post-doctoral work in the areas of chemistry, physics, literature, physiology and medicine and economics.

An economic historian, Clay has been studying how land ownership rights are handled when new regimes take over territory — for instance, how claims were worked out when the US annexed California. "The nice thing about this project is that it has modern parallels," she said. The evolving countries of eastern Europe

are struggling with privatization of public property or restoration of property to former owners. "If one wants to implement these things in the future it helps to know what were the pitfalls and what was the historical experience."

Rouget said he feels "very honored, very pleased" to be recognized, noting that competition is fierce for recognition in the humanities where relatively fewer awards are made to scholars. Rouget completed his PhD in 1993 and has since been teaching and doing post-doctoral work at U of T, focusing on French Renaissance poetry, in particular the odes and the poet Olivier de Magny.

The Polanyi prizes were created in 1986 to honour University Professor John Polanyi, who was co-recipient of the Nobel Prize in chemistry that year. The other 1994 winners are Elizabeth Meiering of chemistry at the University of Waterloo, John Crawford of psychology at York University and Maureen Reddy of physics at Brock University.

Street Beautiful

Continued from Page 1 —

that a family has ever offered to invest in a city street before. I am extremely excited about the prospect that we'll be able to do something really important and compelling with the future of St. George St."

The intent is to narrow traffic lanes, plant hundreds of trees and create a public square as a focal point. Also proposed are symbolic entrance gates at College and Bloor Sts., wider sidewalks, redesigned space for vendors as well as cafés and small stores along the street.

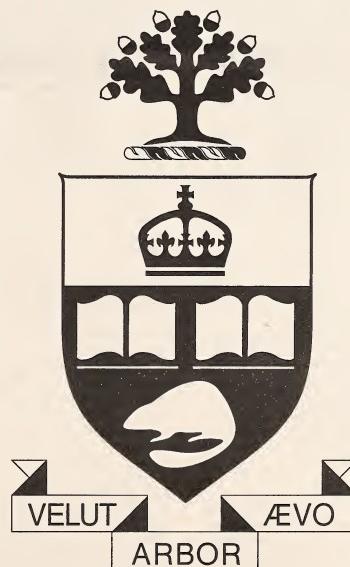
Those goals grew out of a design

competition held by the University in 1994 that sought ways to make the street pedestrian-friendly. Once lined with trees and mansions, St. George has long been afflicted by heavy traffic and few amenities.

At the meeting Toronto mayor Barbara Hall said she is delighted with the plan, "the partnership and the opportunity to make this street what it should be." The city has already approved parts of the scheme. The next steps include hiring consultants to prepare a design and more consultation with the University community and local neighbourhoods.

EQUITY ISSUES ADVISORY GROUP

**ANNUAL REPORT
JULY 1994 - JUNE 1995**



EQUITY ISSUES ADVISORY GROUP

REPORT OF THE CONVENOR, JULY 1994 - JUNE 1995

INTRODUCTION

This year has seen the consolidation of the work of the Equity Issues Advisory Group and a very clear emphasis on contributing to discussions about policy and planning within the University. There has been some increased stability, in terms of funding and staffing, within the individual member offices, and thus more scope for longer-term educational projects on the part of the Group as a whole.

This report gives a brief account of the Group's work, and of its ongoing priorities; but I think it important to remark here that the University's work in furtherance of its equity objectives cannot in any sense be accounted for in a report that confines its attention to the work of the Equity Issues Advisory Group. Many people - faculty, students, administrative staff and administrators - have played a critical role in advancing the principles of fairness and inclusiveness in the academy; and our purpose, as a Group, is in large part to facilitate the integration of equity objectives into every aspect of the University's functioning. In this we have been greatly assisted by the co-operation of our colleagues.

POLICY DEVELOPMENT

As I note, much of the Group's work has focussed on policy development initiatives within the University. Our role has been to participate in discussions, to draw attention to the potential impacts of particular projects on the University's equity objectives, and to propose ways in which these objectives might be furthered. To these ends, members of the group have contributed to a range of undertakings:

- White Paper planning process: providing an equity perspective on each of the divisional plans
- proactive faculty recruitment: meeting with departments making tenure-stream appointments to talk about proactive recruitment strategies, and increasing the numbers of women and visible minority job applicants
- student orientation: discussing, with Principals, Deans, Academic Directors and Chairs, plans for a more comprehensive approach to orientation, and for fuller involvement on the part of the academic administration in welcoming new students to the University
- privacy and freedom of information: commenting on the draft policy
- Code of Student Conduct: drafting new sections on discriminatory harassment and criminal harassment, and contributing to public discussion of these amendments
- review of student services: commenting on the report
- review of Counselling and Learning Skills Service: joining a small "think tank" to discuss the issue with the Assistant Vice-President of Student Affairs
- performance indicators: commenting on the draft document from the Provost's office
- review of staff policies: taking part in a review of the Manual of Staff Policies to ensure that policies relating to lesbian and gay employees are adequately stated; clarification of the application of policies in specific cases, for example, in respect of adoptions by same-sex couples
- OISE merger: developing an approach to handling complaints of discrimination and harassment arising under OISE policies, and making appropriate policy

recommendations
• drafting educational materials on the role of complaint investigators

TRAINING AND EDUCATION

Participation in educational initiatives is a continuing priority for the Equity Issues Advisory Group, as for each of its member offices. We have all continued to conduct our own projects; we have also worked together in a number of areas. For example, members of the Group have delivered joint workshops to campus police, to managers and supervisors of unionized and non-unionized staff, to residence staff, to student groups, to Teaching Assistants, and to faculty members in the Faculty of Arts and Science. A priority we identified early in the year was the need to disseminate more widely information about lesbian and gay rights on campus. To this end we have produced educational material giving information about University policies and resources as they relate specifically to this issue; have organized protective skills training for targeted groups, including lesbians and gay men; and have organized a forum on family rights for lesbians and gay men.

ENQUIRIES AND COMPLAINTS

Under the University's Statement on Prohibited Discrimination and Discriminatory Harassment, members of the Equity Issues Advisory Group are designated as resources in dealing with complaints relating to breaches of the Ontario Human Rights Code. This includes complaints which are covered in specific University policies, or which straddle more than one policy, and complaints for which there is no obvious "home" within our array of statutory resources. In the last year members of the Group have assisted in resolving a number of such complaints: of biased grading practices, of discrimination in management decisions, of professional misconduct, of abuses of authority, of disparities in access to facilities, of disruption of classes, of intimidation, of harassment. In general these are complaints of conduct which cannot explicitly be attributed to a prohibited ground of discrimination, but which the complainant believes to be motivated by discriminatory intent; or of conduct which is attributed to personal animosities, or is simply intolerable in a university environment.

The role of the Equity Issues Advisory Group in such cases will vary. Members of the Group have conducted interviews to assist in investigations; have mediated disputes; have offered advice and information to parties; and have been consulted as to sanctions and remedies. On several occasions, the City of Toronto Mayor's Committee on Community and Race Relations has discussed human rights issues and complaints arising in the University; members of the Group have attended relevant meetings.

PUBLIC AFFAIRS

Equity issues continue to command a high profile within the University, and continue to stimulate much external debate and discussion. Members of the Group maintain an active dialogue with government, with media, and with colleagues in other universities. We have seen the passage into law of provincial employment equity legislation, and the provincial government has announced the disbursement of a regular grant to universities and colleges to assist in their efforts to address issues of harassment and discrimination. Within the University, and through the generosity of Dr. Karolina Jus, we have inaugurated an annual award in human rights, the Ludwig and Estelle (Stella) Jus Memorial Human

Rights Prize. This award recognizes members of the University who have made a lasting contribution to education and practice in the fight against discrimination. As Convenor of the Equity Issues Advisory Group, I had the honour of joining the Selection Committee to choose its first recipient.

PRIORITIES FOR 1995/96

In the coming year we plan to maintain our focus on policy and planning, and on training. In particular we will focus on the following areas:

- ensuring that equity and diversity issues continue to be included in the White Paper planning process and in setting the University Capital Campaign's priorities
- support of Aboriginal issues as identified by First Nations House
- support of welcome and transition for entering students; continuing to contribute to the development of new approaches to student orientation
- consolidating our progress on lesbian and gay rights: distributing information, providing educational programming, and reviewing policy and practice
- training of investigators and policy administrators, particularly with respect to complaints under the revised Code of Student Conduct and the Statement on Prohibited Discrimination and Discriminatory Harassment; developing training materials
- developing protocols for managing complaints of harassment and discrimination arising at OISE during the OISE/FEUT merger and helping to ensure a successful integration
- contributing to the development of policies and protocols to cover post doctoral fellows
- providing advice, input, and comment on initiatives undertaken in response to the employment equity requirements, for example, the employment systems review
- increased dissemination of information about University policies and resources with respect to equity issues, including distribution through the internet
- enhancing the presence and delivery of service on all three campuses

Paddy Stamp
Convenor
June 1995

EMPLOYMENT EQUITY ANNUAL REPORT

JULY 1, 1994 - JUNE 30, 1995

The Employment Equity Co-ordinator presents an Annual Report to the University community each fall. This Report will be the seventh Annual Report and one should refer to earlier Reports for a description of previous employment equity activities.

INTRODUCTION

At this time last year, we were facing imminent proclamation of the provincial employment equity legislation. This year, in light of the recent provincial election, we are facing imminent repeal of the legislation, which came into effect September 1, 1994. The nature of the regulatory future of employment equity under the Ontario government is, therefore, uncertain. Until the legislation has been repealed, and it is announced what will take its place, it is unknown what the University's provincial responsibilities will be. Nevertheless, activities carried out during 1994-1995 pursuant to the legislation, are components necessary to any employment equity program: quantitative and qualitative reviews prior to develop-

ing goals, and strategies for achieving them.

The University continues to be a participant in the Federal Contractors Program (FCP), and our third audit can be expected during 1996. The FCP criteria on which the University is assessed for compliance include the standard employment equity program components.

The activities undertaken pursuant to both the Ontario legislation and the FCP are consistent with the University's institutional commitment as stated in our Employment Equity Policy. It states that we are "committed to employment equity and to achieving and maintaining a workforce representative of those pools of qualified individuals available for recruitment by the University."

REPORT

1. Employment Equity Legislation
The first priority during 1994-1995 was to take the steps necessary to ensure the University's compliance with the provincial employment equity legislation by the March 1, 1996 prescribed deadline. To do so, we needed to accomplish certain steps during 1994-1995:
 - develop an extensive and ongoing communication program;
 - establish an appropriate employment equity data system;
 - conduct a workforce census to determine composition of the University's workforce by designated group status;
 - analyze the workforce data and develop numerical goals;
 - review the employment policies and procedures and collective agreements governing the various staff constituencies.

Briefings on the legislation and its obligations were conducted extensively during summer and early fall 1994. The groups for whom the briefings were conducted included the President and Vice-Presidents, union employment equity committees, the Faculty Association, the Staff Association, Principals, Deans, Academic Directors and Chairs, the Senior Management Group and research associates.

In late Fall 1994 the Employment Equity Co-ordinating Committee (EECC) required by the legislation was formed, comprising one representative from each union or employee association and an equal number of representatives from the administration. One of its first decisions was to form nine joint union/association and management subcommittees. The subcommittees performed most aspects of the work on the legislated obligations and communicated to their members about their progress. As a member of each of the joint subcommittees, the Employment Equity Co-ordinator was able to ensure a broad level of consistency in the work of the subcommittees.

The joint subcommittees developed the workforce survey questionnaire and accompanying material for their respective groups, and co-ordinated delivery of survey kits to 10,902 employees across the University's five campuses during late March and early April 1995. Entry of the questionnaire responses was completed in the office of the Employment Equity Co-ordinator. Preliminary data from the responses were presented to the EECC on May 30, 1995. The initial return rate was 63.7%, and the completion rate was 58.6%.

In late Spring 1995, the joint subcommittees began work on reviewing the policies, collective agreements and related practices governing their respective constituencies. Work on the Employment Systems Reviews (ESR) will continue in

1995-1996, as relevant to each staff constituency.

Designing and implementing programs to enable the University to meet the provincial requirements required immense effort and co-operation from all facets of the University, particularly since most of the obligations of the legislation were deemed joint obligations of the employer and employees. Much time, therefore, was devoted to mobilizing the necessary collective energies to accomplish the legislative requirements.

Since the University continues to have a reporting obligation to the federal government under the Federal Contractors Program, despite repeal of the provincial legislation, initiatives to implement employment equity must continue. The critical difference from the provincial requirements, is that the FCP requirements are to be undertaken in the manner best suited to an organization, whereas the Ontario legislation spelled out in detail the manner in which its requirements were to be undertaken. During 1995-1996 work will continue on the following, to develop an Employment Equity Plan for appropriate staff constituencies at the University:

- conduct a follow-up to the workforce survey to increase the return and completion rates of the questionnaires;
- analyze results of the workforce survey and develop quantitative goals for improving the representation and distribution of members of the designated groups within the various staff constituencies;
- continue to review the employment policies and procedures and collective agreements governing the various staff constituencies;
- analyze the employment systems reviews to identify barriers experienced by members of the designated groups and develop qualitative goals for the various staff constituencies.

During 1993-1994, Human Resources Development Canada conducted a second audit of the University's Employment Equity Program, and found the University again to be in compliance with all FCP criteria. Since follow-up reviews are conducted at two to three-year intervals, the University's third review can be expected during 1995-1996.

Since the requirements of the FCP are consistent with the principles of the University's Employment Equity Policy, all initiatives undertaken continue to position the University to fulfil its institutional commitment pursuant to the Employment Equity Policy.

2. Accountability Processes for Implementing Employment Equity
Recommendations were provided to the Provost's Office on the draft performance indicators document, which was a clear opportunity to ensure that equity issues become an integral component of all aspects of a division's plan and functioning. The Equity Issues Advisory Group provided a document reviewing the equity components in the division plans submitted to the Provost's Office pursuant to the "Planning for 2000" White Paper.

Recommendations regarding employment equity responsibilities, provided during development of employment policies for members of the Senior Management Group, have been incorporated. The policies, approved by Business Board in May 1995, include various references to achieving the University's employment equity goals. Of specific note is one of the principles which the policies are to reflect, which

states that the policies are "consistent with the University's Employment Equity Policy and support achievement of the University's Employment Equity objectives".

3. Employment Equity Seminars

Seminars for administrative staff have been expanded to include practical components addressing intercultural communication, and managing and supervising a diverse workforce. The new seminar in 1994-1995, Intercultural Communications, was extremely successful. The one-day seminar provided participants with an opportunity to explore how cultural differences can impact communication. The seminar had components on cultural assumptions, biases, prejudices and stereotypes; differences in language and culture which affect interpersonal communications; the two major components of culture, values and behaviours; and strategies that foster more effective communication. The seminar was delivered twice on the St. George campus, twice at Erindale College and once at Scarborough College. It will continue to be offered during 1995-1996.

An employment equity presentation will also continue to be included in all Human Resources Developing Supervisory Skills seminars.

In lieu of developing general seminars for academic staff, the focus is better placed on providing employment equity information in a way more relevant to their specific needs. For example, the Employment Equity Co-ordinator had discussions with the Status of Women Officer regarding the Officer's meetings with chairs of search committees. In those meetings, issues involving proactive faculty recruitment and approaches to faculty diversity are explored. Additional initiatives for faculty are being discussed with the Race Relations and Anti-Racism Initiatives Officer. It is critical to dispel the myth that equity contradicts excellence.

4. Projects with Other Equity Issues

Advisory Group Offices.
Outreach strategies for persons with disabilities and Aboriginal peoples, through the direct mailing of advertisements when administrative positions at the University are open to external candidates to communities, contacts and agencies representing the two groups were improved during 1994-1995. Administrative positions are open to external candidates, however, only with approval of the Joint Committee on External Hiring established under the Social Contract Local Agreement between the University and the Staff Association. This restriction results in fewer opportunities to improve the representation of members from these two designated groups at the University.

Additional joint projects may develop from Employment System Review results. The review process is being designed to elicit a broad and representative base of opinion from the specific staff constituency members, which is vital to validate the process of identifying barriers. The review process is also designed to capture the critical distinctions between policies and how they are put into practice. Barriers in what is supposed to happen and in what actually happens can be extremely difficult to identify. The review results should provide key information needed for qualitative elements of an Employment Equity Plan for a specific staff constituency.

UNIVERSITY OF TORONTO DATA
Analyses of the composition of the University's workforce are used to compare overall internal designated group represen-

tation with their representation in the relevant external labour pools. Comparisons are also made by occupational group, to assess changes in the distribution of members of the designated groups within the University. The results of these comparisons are one measure of the University's progress towards the achievement of employment equity.

Using these methods of analysis, two working groups, set up during 1991-1992, established appropriate University numerical goals and strategies to achieve them. In 1992 the Finlayson group reported five-year goals for non-unionized administrative staff and the Foley report goals for faculty and librarians. Progress on these goals has been reported annually in previous Employment Equity Reports.

During 1994-1995, however, methods for grouping University positions and the sources for the external comparison data have changed significantly. Only 6% of the new definitions for occupational groupings match previous definitions. As a result, many administrative positions are in different occupational groupings. The source for comparison data, from the federal government to FCP participants, is now the 1991 Canada Census, rather than the 1986 Census. These updated data show a very different composition in the external labour markets from which we recruit our staff. With these two changes, we cannot make, with any relevance, comparisons to assess progress on the 1992 administrative staff goals. We need to compare the new external data with the new groupings, then establish new goals based on the results of the comparisons. The Vice-President (Administration and Human Resources) will report the new goals for administrative staff to Business Board.

This new method for occupational grouping does not affect faculty positions, since they fall within one grouping. The change from 1986 external data to 1991 data does, however, have relevance to assessing progress. While goals set in the Foley report will be re-examined in light of the new external data, some aspects of progress made during 1994-1995 can be assessed. The Provost will report data on faculty hiring to Academic Board early in 1996.

It is important, however, to recognize that employment equity is more than just numbers, particularly during these strained budgetary times at the University. In fact, numbers and climate are inextricably linked: a welcoming and positive climate will allow us to attract and retain more designated group members, and more designated group members will contribute to our climate being more diverse and inclusive. While climate and environment are critical to the achievement of employment equity, numbers are the aspect most easily measured.

CONCLUSION

The overarching employment equity priority for the University of Toronto over the past two years has been to ensure that accountability for implementing employment equity becomes one of the responsibilities of academic administrators and administrative directors. It is those in positions of authority who have the primary and critical opportunities to effect the requirements of the Employment Equity Policy.

ADDENDUM

An announcement was made by Michael Finlayson, Vice-President (Administration and Human Resources) in September 1995 that the position of the Employment Equity Co-ordinator was being eliminated

in the course of the next six months. The University has an excellent Employment Equity Policy, and in recent years has made considerable progress. While the University culture has changed and matured since the position was created in 1986, that is not to say that the problems the position was created to address have gone away.

It is time, however, to internalize the commitment to employment equity and for more individuals to undertake the necessary and related responsibilities. The Employment Equity Policy states that "...all staff are responsible for the encouragement of behaviour, language and attitudes which will create a favourable University environment, free of discriminatory actions and stereotyping." With leadership from the President and the Vice-Presidents and the participation of all staff, achievement of the University's goal of ensuring an equitable, supportive and inclusive environment for all members of the University community will continue to advance.

Mary Lynne McIntosh
Employment Equity Co-ordinator
October 16, 1995

FAMILY CARE ADVISOR

MISSION

The mission of the Family Care Advisor is to further the University of Toronto's commitment to providing a supportive environment that is sensitive to the family care needs of its students, staff, and faculty, thus facilitating the pursuit of excellence by its members.

MANDATE

The Family Care Advisor identifies, analyzes and determines methods of addressing the particular family care issues faced by students, staff and faculty in balancing family obligations with educational and career pursuits. The Advisor facilitates access to information and resources for members of the University community. An essential function of the Advisor is to make policy recommendations on family care issues that will enable the University to fulfill its objectives of educational and employment equity and of providing a humane climate for working and learning. The Family Care Advisor raises awareness of the value and benefit of proactive family care policies and services at the University of Toronto through the education of members of the University community.

ANNUAL REPORT

JUNE 1994 - JUNE 1995

The most significant achievements of the year have been the successful launching of a comprehensive educational program and the development of confidence in the Family Care Office's ability to balance the demands of different constituencies and to respond to these demands to the fullest extent of its resources. The following report summarizes the activities of the Office in the past year and makes recommendations for 1995/96 and beyond.

DIRECT SERVICE

The Office has continued to provide timely, high quality information, referral, and counselling services to individual members of the university community. Since June 1994, the Advisor has dealt with 419 cases: 194 students, 193 employees, and 32 cases involving advice to post-doctoral fellows, departments, or those outside the University. It should be noted that the impact of the Office extends beyond specific cases to the many other individuals and

departments that have benefited from increased awareness of family care issues or from systemic changes. The client load tended to rise in the months following the promotion of educational programming. This was partially due to clients who wanted individual attention following workshops. Other clients who were unable (or unwilling) to attend scheduled group sessions made appointments instead. The proportion of male clients has increased gradually to 23 percent of total cases. More faculty are making use of the service, although the proportion varies from month to month. Renewed efforts have been made to reach unionized staff and part-time students.

The vast majority of employee cases involved maternity leave, parental leave, and/or child care. Employees frequently expressed their appreciation for the University's devotion of resources to the service. It was important to them that the advice was provided by someone familiar with the complexities of their working environment. Student concerns centred around issues such as child care availability, access, and quality, family financial planning, and pregnancy. The remainder of the cases involved elder care, bereavement, mediation and family counselling, legal assistance, abuse (spousal or child), programs for children, and same sex benefits. The Office developed resources to enable it to respond to a greater variety of needs as expressed by the client base. Emphasis was placed on providing options that were sensitive to the diverse backgrounds of clients and their families.

Some examples of cases are as follows:

- * a tenure-stream faculty member is concerned about the impact her maternity leave will have on future assessments of her performance
- * a Canadian student is threatened with the loss of her child care subsidy because her husband is not a permanent resident of Canada
- * an expectant father needs information on benefits and wants to develop a support network for himself
- * a unionized staff member with family and physical health problems that are affecting performance is referred to the Office by the supervisor
- * a part-time student requires help in getting the best care for her aging mother
- * a prospective faculty member with offers from other institutions wants assurances that she will not be penalized by the University at a later date for taking maternity leave
- * a student needs legal help urgently in a child custody case and is unable to get assistance from legal aid or a legal clinic
- * a department has experienced two deaths in a short period of time and requests help for staff in dealing with bereavement
- * a student on maternity leave feels that the graduate secretary in her department is requiring her to comply with conditions that have not been applied to other students on leave
- * several new faculty members and post-doctoral fellows request assistance in finding child care, making housing decisions, and developing employment contacts for their spouses enabling their families to adapt to life in Toronto
- * a student father wants information on child care options that will provide a specific ethnocultural environment for his child
- * a staff member experiencing difficulty in meeting the special needs of her child seeks advice on dealing with her department and finding new resources in the community
- * a faculty member wants to qualify for adoption leave, although, due to Ontario

law, her partner will be the legally adoptive parent

Inquiries from people outside the University increased. The Office received referrals from community agencies and counsellors. Although some of these were inappropriate, they demonstrated that the Office (and by extension, the University) was developing a profile as a valuable family care resource in the community.

EDUCATION AND AWARENESS

The Office increased its emphasis on educational programming as a means of meeting the needs of an even greater number of clients. More than 380 people attended workshops conducted, coordinated, or co-sponsored by the Office (see Appendix A for a complete list of sessions). Most of the workshops were designed for smaller audiences, to allow for individualization of the material. Certain groups were so enthusiastic after participating in workshops that they initiated related family care activities. Those workshops with the most significant impact on employees were the bi-monthly maternity leave planning seminars and those on child care options. Ninety-seven people have attended these seminars. Participant evaluations have been overwhelmingly positive.

During Orientation, the Office participated in several displays and the Advisor made presentations to groups of new students. The Advisor also coordinated a workshop for women students returning to school that involved student governments and University departments. The Advisor collaborated with the Status of Women Office on guidelines for comprehensive welcome and transition programs for students that have since been adopted by PD&C.

In response to needs expressed by men, the Office founded the University of Toronto Fathers' Discussion and Support Group. Although existing support groups for parents on campus do not exclude men, the groups evolved primarily to meet the needs of single student mothers. The Fathers' Group was designed to include staff, faculty, and student fathers. The group has provided support and encouragement for its members and even for those who are comforted merely by the fact that such a group exists if they need or want to participate at some future date.

The Office expanded its efforts to raise its profile at Scarborough and Erindale through displays, participation on committees, presentations, and workshops. Specialized resources were gathered to meet the needs of those living in suburban regions. These endeavours will be a priority in 1995/96.

Raising awareness of family care issues remained a high priority for the Office. The Office was successful in obtaining campus media coverage for several workshops and initiatives. Increased advertising proved to be a useful strategy. The Office will strengthen contacts with campus newsletters in the coming year. Efforts were made to ensure that information was provided to students through handbooks, calendars, and the student press to improve awareness of the services of the Office before classes began or crises arose. The Family Care Office was included in an equity issues promotional campaign conducted by the Status of Women Officer aimed at academic departments hiring new faculty for 1995/96 and the Family Care Advisor met separately with certain faculties.

The Advisor also met with academic administrators, managers, and constituent groups to advocate policies and practices that would provide an equitable environment for those with family care responsibilities. Constituent groups such as UTSA, UTFA, CUPE, and student governments provided valuable insights into the priorities of their members.

The Advisor took advantage of every opportunity to participate in sessions or meetings designed to train managers and supervisors. This type of education is the key to altering behaviour and fostering the development of a supportive environment. The university would reap substantial benefits from expanding its commitment to this type of management training, especially for academic administrators.

POLICY DEVELOPMENT AND ADVOCACY

The Advisor continued to monitor policies across the University and make recommendations. As was intended at the start of this project, the Advisor summarized the critical issues that arose in the first two years of the Office and brought them to the attention of the Vice-President, Administration and Human Resources and the Assistant Vice-President Student Affairs.

Some of the initiatives undertaken by the Office were as follows:

1. Sexual Orientation: In keeping with the goal set by the Equity Issues Advisory Group for 1994/5, the Office undertook several projects designed to foster an equitable environment for lesbian, gay, and bisexual members of the University community. The Advisor reviewed the Manual of Staff Policies to ensure that benefits available to same sex partners were clearly identified in every relevant section. The right to adoption leave for same sex partners was clarified. The Advisor also convened a small working group of personnel generalists, managers, and administrators to discuss sexual orientation and employment, identify barriers that exist, and motivate the removal of impediments to equitable and sensitive treatment. The Office held a panel discussion on Lesbian and Gay Family Rights during Sexuality Awareness Week. The Advisor continuously fosters the perception that "family care" is inclusive of the family concerns of lesbian, gay, and bisexual students and employees.

2. Employment Conditions: The Advisor serves on a policy committee reviewing employment conditions and providing advice to the Director, Staff Planning and Development.

3. Employee Assistance Plan: The Advisor prepared a submission for the committee investigating the feasibility of an EAP. It included examples of the links between EAP and family care at other universities and corporations. The Advisor suggested a model that could meet many of the needs of employees at the University of Toronto.

4. Post-Doctoral Fellows: The Advisor approached other university departments, such as the School of Graduate Studies, the International Student Centre, and the Ombudsman, to discuss the unique situation of post-doctoral fellows. Their lack of status as students or employees has caused problems with access to services and benefits and with the application of University policies. Many find themselves in tenuous and vulnerable positions. On behalf of the Equity Issues Advisory Group, the Advisor requested that the Provost create a task force to examine the position of post-doctoral fellows.

5. Maternity Leave for Faculty: Issues surrounding maternity leave for academics continued to cause consternation, particularly to untenured faculty. The Yip Report recommended that the tenure process be delayed by up to two years for "very good academic or personal reasons, including parenting and maternity". Although the deans have agreed informally to allow the tenure clock to be halted for up to one year due to maternity, the ad hoc nature of the arrangement places junior faculty in a vulnerable position. While the Advisor recognizes that this is a matter for negotiation between the University and the Faculty Association, the uncertainty is causing unwarranted stress for several individuals. The timing of the request for the deferral, the permissible length of the delay, and the extension of the right to a deferral to male parents or to those with other family care issues remain unclear to faculty and administrators. The Advisor has met separately with representatives of the Association and with the past and current Vice-Provosts, Staff Functions. A viable interim solution would be the issuing of a joint memo outlining the rights of faculty members clearly and recognizing the Association's right of approval in each case, until such time as more comprehensive negotiations with the University fully resolve the issue. In addition, individual faculty members were concerned about the manner in which maternity leaves (pre- or post-tenure) would affect evaluations of their performance. They felt that chain should be explicit in stating to committees deliberating tenure and promotion that there is no expectation of scholarly production while an individual is on maternity leave.

6. Research: The Office provides several unique work/study and volunteer opportunities for students interested in undertaking research or career-related projects in family care or community services. Over the past year, these students have developed briefing notes that were shared with other offices on innovative sick leave programs, job sharing, and family leave policies in the public and private sectors.

7. Advocacy: The Advisor acts as an advocate on behalf of student families with government and community agencies, University departments, and student groups. The Advisor was a member of the Child Care Task Force at the Department of Athletics and Recreation and provided encouragement and suggestions to all campus recreational facilities in developing and promoting programs and services for student families. Student parents continue to express concerns surrounding their level of access to certain recreational and library facilities.

CHILD CARE

The Advisor meets regularly with the supervisors of campus child care centres and facilitates the sharing of information and resources. The Advisor assists in the efficient filling of vacancies at university centres. A brochure promoting activities and facilities for children on the St. George campus has been drafted. The Advisor has continued to advocate on behalf of members of the University community with government agencies involved in child care. The planned review of child care on the St. George campus was delayed until the spring of 1995 by time constraints and major government announcements. Two open meetings were held and input was solicited from faculty, staff, students, and their constituent organizations. The Advisor assessed current usage and demand. Recommendations have been made to the Vice-President Administration and Human Resources.

RESOURCE IMPLICATIONS

The case load of the office has grown steadily over the past year. The demands on the time of the Advisor have made it increasingly difficult to devote sufficient resources to essential but less immediate projects such as the child care review, new brochures, or liaison with government and community agencies. Students from the Ontario Work/Study Program and volunteers have enabled the office to communicate with Erindale and Scarborough and to develop more projects, but it is inappropriate for them to work directly with clients. At some point in the coming year, the office may be in the unfortunate position of being overcome by its own success.

PRIORITIES FOR 1995/96

The Family Care Advisor will be on leave from July 1995 - March 1996, although she will continue to monitor the work of the Office, particularly in the areas of education and policy development. A Family Care Counsellor has been seconded from within the University to continue the core services of the Office and undertake new projects. Initiatives outlined below under "Conclusions" will be postponed until the Advisor's return.

1. Continuously improve the quality of direct information, counselling, and referral services provided to members of the University community.

2. Contribute to the University of Toronto's leadership position in its commitment to equity in educational and employment opportunities and assist the University in maintaining a competitive advantage in recruitment and retention of faculty, staff, and students.

3. Further expand educational programming and support groups, especially programming of interest to single parents and caregivers for elderly family members. Special emphasis will be placed on programming at Scarborough and Erindale, in response to needs articulated on those campuses.

4. Articulate child care needs of the University community to relevant government representatives, departments, and agencies.

5. Introduce new computer technology to enhance service, service promotion, research, and effective use of resources.

6. Enhance the base of external service providers (e.g. practitioners offering professional services in the areas of family counselling, family law, and assistance to special needs children and their families) to supplement internal services and share with other internal service providers including the Occupational Health Service and various student services.

CONCLUSIONS

The Office of the Family Care Advisor is nearing the end of the first stage of its development. Resources have been collected. Information, referral, and intake counselling services have been established. Educational programming has been developed. Policies have been clarified. The next stage, beginning in 1996, must focus on raising awareness of the issues, educating managers on methods of dealing with them proactively, and creating the type of environment that would be beneficial for the University and for those who combine working or studying with caring for family members.

The most effective means of raising the awareness of all employees about the Family Care Office would be some form of direct mail campaign. Experience with case work has demonstrated that clients often contact the office months after they have

read about its services or educational programs. People generally delay seeking assistance until a crisis forces action. Providing employees with literature directly would ensure that most were aware of the services available in the event that they needed to make use of them or refer others. All possible methods of reaching students are currently in use, with the exception of direct electronic communication, which will be added in late 1995.

At the 1994 Equity Issues Advisory Group Retreat, the President suggested the appointment of a high-level task force on work and family life, similar to that created at M.I.T. Such a task force should be struck in mid-1996, to report by early 1997. It would encourage broad-based discussion and debate and move the University towards its objective of providing an equitable environment, sensitive to those with family responsibilities.

APPENDIX A

FAMILY CARE WORKSHOPS (MARCH 1994 - MAY 1995)

The following workshops and seminars were conducted, coordinated, or co-sponsored by the Family Care Office:

- Maternity Leave Planning (six scheduled and one special session)
- Choosing Child Care That Works for Your Family (four sessions)
- Financial Survival for Student Families AIDS and Other Communicable Diseases in the Child Care Environment
- New Beginnings (seminar for women returning to school)
- Elder Care (Scarborough)
- Caring for Our Families (Erindale)
- New Beginnings (Erindale)
- Estate Planning and Power of Attorney (Erindale)
- The Role of the Midwife
- Human Rights for Gay and Lesbian Families
- Fathers' Discussion and Support Group
- Long-Term Care for the Elderly Community-based Care for the Elderly
- What To Do with the Kids This Summer (three sessions)

Jan Nolan
Family Care Advisor

FIRST NATIONS HOUSE ANNUAL REPORT

During the last academic year FNH has undertaken many new initiatives, strengthened some existing ones and dispensed with some that were no longer viable, following upon the philosophy of service delivery based upon full consultation, cultural appropriateness and community accountability. If FNH does not offer services to students which have been developed in consultation with them student success will remain a random element; further, that any service delivery to Aboriginal people must be rooted in the principles of the affirmation of Native culture and language; and finally service delivery must be geared not only to the individual's needs but also to the community. The rooting of service provision in principles of self-determination and community development suggests a long-term commitment to Native students on the part of the University. It also suggests that facile approaches and easy solutions will not work. Innovation, creative thinking, commitment and the courage of conviction are prerequisites for FNH staff, and qualities they exemplify.

The past year has been a process of re-

building and it is expected that this process will continue over the next year. The building of strong partnerships with other communities and other service areas within the University, continued outreach and cooperation with the Native community, the establishing of a high profile on Native issues will all take priority over the next year, even as we continue to pursue the basic mandate of serving the needs of Native students studying at the University of Toronto.

PROGRAM AND ACTIVITY HIGHLIGHTS

New Initiatives

Among the new initiatives undertaken by FNH this past year it is useful to highlight a few in addition to the activities undertaken in establishing a book exchange in our lounge area, the inauguration of the Informal Graduate/Faculty Seminar in Native Issues, the opening of the Bimadzwiwin Life Paths Centre, outreach to Scarborough and Erindale Colleges, the purchasing of a toll-free telephone number to facilitate access to our services and programs for bands and students outside of Toronto, and the dedication of an office space for Special Needs Students at FNH.

Among other highlights FNH has identified the need to work with other service providers in the University community to provide Native Awareness training. Many frontline staff in various University departments may not have the knowledge to deal effectively and sensitively with Native students and we hope that by taking the time to educate them about ourselves that the University will become a more welcoming place for Native students. Workshops have been held with staff of Admissions and Awards, the Student Support Network and the Career Centre.

We have also been busy with the task of indigenizing FNH space. Among the more important factors in creating an Aboriginal comfort zone for Native students is images and semiotics. The symbols and imagery in a space can determine points of cultural reference for students. FNH has worked hard this year to create a space in which First Nations art and culture is celebrated as a matter of course. To this end the stairwell landing leading into FNH has had the word WELCOME printed in several Aboriginal languages in large blue print. FNH has also been fortunate in securing the loan of several important pieces of Native art which have been loaned by various benefactors.

March of this year saw a very successful Aboriginal Awareness Week at FNH. Workshops focused on the theme of Traditional Form and Contemporary Function and were open to anybody with an interest in Native people. Over the course of the week approximately 300 people attended the following events:
• Feast and Social and Life Paths Display;
• The Red Road and The Information Highway: A presentation of First Nations and computer technology;
• Ribbon Shirt Making with Carolyn Cote;
• Myth and Storytelling with Bolivian Elder Martha Orozco;
• Chippewa Basket Making with Michigan Elder Helen Menefee and her son Robin.

The Greater Toronto Area is home to 65,000 Native people. FNH is concerned that we concentrate our efforts to reach out to this large and significant community. One of the highlights within the community's life is the Annual Elders and Traditional People's gathering hosted by the Native Canadian Centre of Toronto.

This year FNH staffed an information booth at the Toronto Elder's Gathering and Coordinator Rodney Bobiwash with the assistance of Elder Lillian McGregor presented a workshop on access to higher education at the Gathering.

Existing Initiatives

As well as initiating new programs, services and activities FNH was active in assessing and continuing existing initiatives. Among new developments this year in existing initiatives was a new direction in recruiting. Due to fiscal and program cutbacks this year FNH did not have a Recruitment Officer. As a result of this we were able to explore new opportunities and entered into a project with the University of Toronto Admissions and Awards Office to deliver an ambitious Native peer-student recruiting project. Native students currently studying at U of T were employed on a part-time basis to do outreach to First Nations communities, non-Status and metis Aboriginal communities, and urban Native communities. Students going home over the Christmas period and other breaks to their home communities went as Ambassadors of the U of T and FNH. They carried promotional material, spoke to high school students, and made their local community authorities aware of the opportunities which exist. A total of 20 students participated in this program and a number of contacts established. In addition to the above activities students also attended career and educational fairs and other special events like the Toronto Elder's Conference as recruiters.

The Elder Program is an integral part of the corporate cultural life of FNH. FNH was fortunate to recruit Elder Lillian McGregor this year as our Elder-in-Residence. Lillian is a traditional teacher from Birch Island First Nation, an Ojibway language speaker, a leader in the urban Native community in Toronto and a resident of Toronto for the past 35 years. Lillian has conducted traditional teaching circles, advised staff and students on professional and personal issues and provided a wise and stabilizing influence on FNH.

In addition to our Elder-in-Residence FNH also hosts a Visiting Elder once a month. This program is a partnership with the Native Canadian Centre of Toronto Visiting Elder program. This allows us to offer a greater variety of cultural backgrounds and perspectives reflecting our students backgrounds. This year we had visits from Elder Ella Waudey, Ernie Benedict, Angus Pontiac and Martha Orozco.

FNH has worked hard this year to build its Resource Centre and Library. This is a non-lending library focusing on Native materials and is a study centre for students researching Native issues. In addition to the large collection of books notable additions this year have been acquisition of the Museum of Man's Mercury Series of monographs, several recent videos and compact discs of Aboriginal music, and a large collection of government documents. The Resource Centre has been staffed 30 hours a week and is currently being database on the Pro-Cite program to provide greater accessibility for users. Efforts to secure ongoing funding for the Resource Centre are continuing.

This year FNH has upgraded and renovated the student computer centre. Three newer computers have been allocated for student use bringing the total to six computers available for students to use for essays, homework assignments, etc. The room has also been slightly redesigned to

make the space more open and pleasant to work in. Through a contribution from Aboriginal Business Ventures we have been able to secure six more computers which will bring our study room capacity up to a level which is more in line with the needs of our students.

The tutoring program has been streamlined this year. We have employed two tutors in the Arts and Sciences and these tutors are employed for ten hours a week. They have each logged about 350 hours of time with students. The average length of each appointment was about 50 minutes and tutors dealt with about 45 different students. Tutors responded by personal appointments, telephone calls, and some correspondence. While some students required extensive support and many repeat visits other students only required a short telephone conversation. In addition to purely tutorial functions tutors also took on a role as peer counsellors and provided an invaluable service in this fashion.

Special Events

This past year FNH has worked in conjunction with different groups to present a few special events.

Ojibway Scholar Speaks at FNH

On October 31, 1994 FNH and the U of T English Department co-hosted a visit from Ojibway storyteller and author Basil Johnson. Basil regaled a crowd of over 60 students with humorous stories of life on the reserve, with Ojibway tales and with information about the language.

Theatrical Benefit for FNH Library

On November 29, 1994 at 8:00 p.m. at the Robert Gill Theatre FNH hosted a special Benefit Performance of Debajhumiag Theatre Company's New Voices Woman. The production returns to Toronto for a one-night show to benefit First Nations House Library and Resource Center. While the turnout was small it was enthusiastic and the performance a valuable contribution to the cultural life of Toronto's Native community.

FNH Hosts Theytus Books Authors

On Saturday February 25 FNH hosted Native writers Beth Cuthand (Editor - Gatherings V) and Gerry Williams, the author of *The Black Ship*. The authors met with students, read from their works, signed books and discussed Native literature in Canada.

PRIORITIES FOR NEXT YEAR

In the 1995-96 year First Nations House (FNH) will continue to build upon the accomplishments of the previous year, consolidate a philosophy of provision of student services to Aboriginal students, and take a leadership role in furthering a positive and productive relationship between the University of Toronto and the Aboriginal community.

In the 1995-96 year FNH has set a number of goals which will be supported by specific activities to address issues which have become clear over the past year. Among the issues that FNH will be addressing in the next year are:

1. Access:

Goal:

a. The building of an elevator up the side of FNH

Or

b. The moving of FNH to a location which is already accessible or rendered easily accessible.

2. Library Resources:

Goal: The continuation and expansion of FNH Library and Resource Centre.

3. Bimaadzwin Centre:

Goal: The establishment of a Native-specific life goals Centre at FNH providing part-time and full-time employment referrals, jobs information and job-planning/skills training to Native students.

4. Recruiting:

Goal: Development and implementation of a strategic recruiting plan to achieve agreed upon numerical goals for the number of Native students enrolled at the University of Toronto.

5. Ongoing fund raising and fiscal support:

Goals:

a. The establishment of an Aboriginal Education Fund to be used as an endowment for FNH;

b. The establishment of an emergency bursary fund for Native students in fiscal crisis;

c. The successful writing and submission of project funding proposals to philanthropic concerns and public sector funders.

6. Community relations:

Goal: Effective communication of events and information through communication mechanisms and strategies.

7. Space:

Goal: The maintenance and expansion and display of both loaned and permanent Native artwork and artifacts at FNH.

8. Intergenerational care:

Goal: The completion of a feasibility study and proposal for an Aboriginal Intergenerational Care Facility at the University of Toronto in partnership with Toronto urban Native agencies.

Rodney Bobiwash
Coordinator

PERSONAL SAFETY AWARENESS OFFICE ANNUAL REPORT - JUNE 1995

OBJECTIVES AND PRIORITIES FOR 1995-96

The Personal Safety Awareness Office had as its objectives for the year 1995-96 the completion of projects and programs in the following areas:

• administration of the 1995 MET Campus Safety funds, including successful and timely completion of all projects, and timely reporting to the Ministry;

• development of training modules related to various forms of critical or emergency situations, focusing on materials for anticipation of and planning for critical events; communication strategies; formation of conflict management teams; links with relevant emergency and enforcement agencies; post-incident management and counselling; and development of a strategy for delivering appropriate training to key personnel in each division;

• completion of analysis of data collected in the survey of faculty experiences of intimidating and harassing behaviour, and development of a strategy for collecting similar data for other staff groups, including teaching assistants; counselling and referral for members of the University community with personal safety concerns;

• ongoing improvement to current initiatives, particularly in relation to safe design strategies, and in relation to appropriate workshops and seminars for front-line staff;

• ongoing development of materials for senior staff upgrading and development, particularly to assist senior administrators to carry out their responsibilities in respect of equity-related personal safety issues;

• contributions to the Equity Issues Advisory Group.

Given changes to staffing in the Personal Safety Office, a new set of strategies for meeting the University's commitment to personal safety improvements has been devised, described at the end of this report.

ACTIVITIES

JULY 1994 - JUNE 1995

1. Administration of MET Campus Safety Funds - 1994

A three-campus committee, advising the Assistant Vice-President, Operations and Services, recommended distribution of the 1994-95 funds to the following initiatives:

• research into faculty and staff perceptions of harassment and intimidation;

• development and delivery of self-protection and harassment response courses, meeting the needs of the following members of the University community: women with movement disabilities; lesbian and gay members; female student leaders and journalists; women of colour; as well as basic courses, open to any female member of the University community;

• compilation of an inventory of self-defence courses and workshops for men and women, on-campus and near-campus, and development of guidelines to assist students and staff to choose a suitable self-protection or self-defence course;

• updating of current campus literature on sexual assault prevention and resources for response (referred to the Sexual Assault Counsellor/Educator);

• upgrades to the network of emergency assistance telephones on each campus, including selection of a recommended telephone model for use, university-wide;

• revision and expansion of education projects to deliver personal safety messages to students, with a focus on the use of theatre;

• development of appropriate materials for an anti-gay-bashing campaign for orientation events.

Research into experiences of threatening behaviour

A survey of faculty experiences of harassing, threatening and intimidating behaviour was distributed to 2,450 University of Toronto faculty in October 1994, with the cooperation of the Faculty Association. Usable results were obtained from 686 surveys. A report was prepared setting out initial findings, focusing on frequency and type of disruptive and intimidating behaviour experienced by faculty, and on the effects of sex, race and tenure on faculty members' experiences of this behaviour. An analysis of the qualitative data obtained from this survey is ongoing.

Staff experiences of harassing and intimidating behaviour and possible recourse have been considered by the Joint Liaison Committee (UTSA-Administration). In the past year, I offered four workshop sessions for supervisor and managers, and eight sessions for staff members, in which issues of general harassment and intimidation were discussed, as well as applicable University policies and resources.

Discussions regarding the utility of surveying other staff groups (including teaching assistants and administrative staff) are ongoing.

Self-protection and response to harassment

A series of self-protection and harassment response courses were offered throughout the year, including sessions for female student leaders, women of colour, courses for lesbian and gay students and staff, and basic courses. Four workshops presenting possible responses to verbal harassment were given, and two workshops outlining responses and resources for dealing with telephone harassment were offered, at the

request of specific departments. A scheduled course for women with movement disabilities was cancelled, as enrollment did not meet minimum requirements. Registrants were referred elsewhere.

An inventory of on-campus and near-campus courses and workshops was compiled for use as a referral guide. Guidelines for evaluating and choosing a self-defence class were prepared and included on the text of the pamphlet, Your best weapon against harassment or assault doesn't come in a spray can or a holster...

A network of campus student leaders actively involved in personal safety programs in their colleges and faculties was established. We met regularly through the spring and summer, and discussions included the organization of self-defence classes for specific divisions, as well as local responses to harassment, assault and backlash.

Emergency assistance telephone upgrade

The Personal Safety Office coordinated consultation with the St. George subcommittee and with staff at Scarborough College who chose locations for new emergency telephones. I coordinated the Facilities and Services group which considered alternatives for a standard University-wide assistance telephone, and made a recommendation for a preferred model. This group also discussed and made recommendations regarding appropriate wording and signage for emergency telephone locations.

I assisted in the development of alert stations for the new underground parking garage, made recommendations regarding the wording which accompanies those stations, and provided copy for the parking handout, Safety Tips.

Personal safety education and awareness projects for students

Theatre projects in support of personal safety: Two theatre projects (the Street Theatre Group and the Campus Murder Mystery) were developed during the summer of 1994 and implemented during the fall of 1994. The Street Theatre troupe presented 20 performances on all three campuses during the month of September, primarily during orientation activities and during the first week of classes. The Campus Murder Mystery ran on all three campuses, during October and November.

Anti-gay-bashing campaign: Together with OPIRG-U of T, the Personal Safety Office supported the development of a student-based campaign dealing with violence against lesbian and gay people. The project materials became part of the Making the Links campaign, which ran during the fall on 1994, on all three campuses.

2. Administration of Campus Safety Funds - 1995

I submitted our application for this year's safety projects in January 1995, and funds were received in March 1995.

Projects described in the application and approved by the Ministry include: provision of a personal safety workshop for secondary school personnel and relevant campus staff; development of anti-discrimination and anti-harassment materials for inclusion in a coaches' kit; a student-based popular theatre project; the development of a new series of self-protection and harassment response courses; and evaluation and assembling of resources and training materials for workshops on emergency preparedness and response.

"Success Stories" - personal safety resources for secondary school personnel
The Personal Safety Office coordinated and hosted a day-long workshop for 165 secondary school personnel (principals, vice-principals, teachers, counsellors, coaches and trustees) interested in learning about effective personal safety programs and approaches in use on university campuses. Presentations included material on safe design strategy, school safety audits, effective educational approaches to preventing coercive sexual behaviour, effective self-defence for school staff, and the roles physical education teachers and coaches play in reducing harassment in sport. The workshop was held on the St. George campus on June 2, 1995, and attracted 25 University staff members from admissions, high school liaison and registrars' offices, in addition to secondary school personnel.

3. Development and Implementation of Code and Policy

I assisted with the development of the amendments to the Code of Student Conduct (the section which deals with repetitive and persistent unwanted contact - also known as "stalking"). I developed new training materials for presenting all University policies dealing with general harassment and intimidation, which I presented to several student and employee groups during the year.

4. Policy and Practice in Respect of Lesbian and Gay Rights on Campus

In addition to the anti-gay-bashing education project, I included in the self protection series a self-defence class for lesbian students, and two classes for gay men. I worked with the Sexual Harassment Officer on the development of a new publication, outlining to the campus community rights and resources for lesbian and gay members of the University. In September 1994, the annual Take Back the Night rally and march were held for the first time on one of our campuses. The Personal Safety Office coordinated the University of Toronto planning and implementation groups responsible for this event, which was recognized by the gay and lesbian communities in Toronto with a Pink Trillium Award.

5. Implementation of the Security Review Group Recommendations

In light of the Group's Report and Recommendations, and the observations contained in John Cowan's report on the faculty shootings at Concordia, the Personal Safety Office produced discussion materials, cases and problem-solving scenarios for use in workshop and discussion with senior academic and non-academic administrators. I gave this workshop four times during the past year, including one for auxiliary service administrators from across the province, and on another occasion for the senior administrative group of ours of the colleges.

To assist with the refining of a standard crisis response strategy and with emergency planning, I visited or contacted ten universities in Ontario, New York State and Michigan, and interviewed a range of personnel from each institution regarding their emergency preparedness and crisis management. Following these visits, I prepared an archive of "best practices" in respect of crises and emergencies used by other institutions to plan for and respond to incidents and events.

6. Counselling and Referral - Assembling Networks of Assistance

As in other years, a significant part of my caseload continues to be focused on cases where personal safety issues are complex and where the coordination of an integrated

campus response is required. In the past year, my office handled 38 cases of this sort, ranging from threats of personal harm directed at members of faculty by students, to allegations of persistent and ongoing intimidation and threat by one staff member of another.

To ensure that all forms of available assistance are utilized in reacting to personal safety situations, a protocol for response has been developed by Operations and Services staff who are involved in personal safety and crisis response. Included in this protocol are: staff training and review for crisis situations; set-up of communication networks to keep all affected staff and students informed of developments and decisions; provision of escort and patrol; special safety audits and fast-tracking of improvements to physical environments; establishment of ad hoc crisis management teams; briefing of potential counsellors/mediators; liaison with court officers to ensure the University's views and concerns are represented at court; and linking with public relations staff to ensure accurate and timely dissemination of information, when required.

As part of the work I did this past year on the issue of partner assault and relationship violence, I served on the working group developing a protocol and policies for the use of a refuge room in one of the University's residences. I serve as one of the Intake Counsellors responsible for initial counselling and referral of students leaving violent relationships and needing emergency shelter. I worked with the Sexual Assault Counsellor/Educator to develop and deliver a training session for residence staff and University personnel involved with the provision of this service, as well as presentation materials to speak to other housing service providers about this issue and the need for housing.

7. Ongoing Improvement to Current Initiatives

Design: A great deal has been accomplished this year in respect of designs which improve safety on campus. In particular, a protocol for carrying out campus safety audits and implementing recommendations from those audits was finalized. Ten major audits were carried out by teams headed by University police staff and administrative heads. I participated in audits at the following sites: McLennan Physics; Massey College; 21 Sussex (Italian, Portuguese, Spanish); Faculty of Law; Simcoe Hall; 44 St. George (Varsity Building); and Faculty of Dentistry.

To assist those participating in or responding to the recommendations of audits, I prepared and delivered a workshop on safe design strategies for relevant University personnel. I gave this workshop three times, and a total of 55 University designers, engineers, property managers and campus police officers attended. This training has enabled campus police officers and property managers to co-chair safety audit teams with heads of divisions. It has also enabled University project managers and design staff to take a more active role in reviewing capital projects for personal safety concerns. As a member of the Illumination Standards Task Group, I have integrated concerns about personal safety with other design initiatives, such as improved energy management.

From the suggestions and comments provided during these workshops and during safety audits, I have prepared a slide library of designs that work to enhance personal safety. I continue to provide design review to identify designs which may create vulnerability, and to suggest design

solutions which enhance safety.

Resources to advisory committees: This past year I served as a resource on three safety committees which met actively. These are the St. George Community Advisory Board on Safety and Security, and Personal Safety Committees at Scarborough College and in the Faculty of Medicine. I assisted members of those committees with various projects, which included: evaluating a proposal to set up a community/rde board service for students; creating an inventory of personal safety resources and material for the orientation of students and staff; and assessing the University's need for a different approach to wayfinding and signage. With the assistance of the St. George police staff, I conducted an evaluation of personal safety education initiatives and publications. This evaluation has resulted in a consolidation of personal safety material for students, and in significant changes to personal safety education programs. One of the products of this evaluation is the improved campus safety map.

I served on the steering group for the new Student Guide to Campus Life ("Getting There"), drafting the material on personal safety for inclusion. I also serve on the Department of Athletics and Recreation's Equity Issues Committee.

Education and outreach: During the past year, I met frequently with student groups to provide information regarding the University's personal safety policies and resources. During orientation planning, I provided workshops for five orientation committees, and spoke to incoming students in several divisions. I met with several groups of students employees (college dons, and student staff employed in places such as the International Student Centre or as summer workers), to talk about personal safety preparedness and resources for assistance. I met with gender issues working groups in four faculties, and taught classes in several courses this year: Policing and Society; Gender, Race and Crime; Introduction to Women's Studies; and Teaching in Higher Education.

I met frequently with groups of staff members of staff members, not simply to discuss general personal safety issues, but as well to cover specific concerns responding to hate crime on campus; telephone self-defence; using plain language in preparing communications on personal safety issues; strategies for dealing with an identified disruptive or threatening individual; and University approaches to human rights and equity issues.

Representing the University externally: In the past year I represented the University externally, working as a member of committees at Toronto City Hall, the Toronto Board of Education, and on the Community Workplace Safety Project. I also delivered workshops or presentations on eight occasions, to regional working groups, to groups at other universities or at conferences, where I outlined the University of Toronto's approach to issues such as: dealing with relationship violence and general harassment; predicting and responding to disruptive behaviour on campus; and using design strategies to enhance personal safety. The University of Toronto's approach to improving personal safety was the subject of a session at the June 1995 meetings of CAUBO.

8. The Future of Personal Safety Initiatives at the University of Toronto
In September 1995, I left the Personal Safety Office to take a position within

Student Affairs. I left the office with confidence that personal safety initiatives are currently in many capable hands. The work done over the past few years to produce a workable campus safety audit procedure is now the responsibility of the Property Management Group and University Police. Ongoing improvements in design of support of safe working and learning places are the responsibility of the Design Group within Facilities and Services. Research into the experience of general harassment by University staff and faculty has been taken up by the Status of Women Office. A good deal of the education and outreach work with students that used to be done by the Personal Safety Office has been included in the duties and responsibilities of the new Community Safety Coordinator position with the University Police. The new Coordinator will also be responsible for managing the University's emergency preparedness and response plans. Several members of the Equity Issues Advisory Group will continue to provide assistance and resources to senior administrators regarding equity-related responsibilities, including personal safety. Some of the projects funded through the Ministry of Education and Training's Campus Safety Funds are well under way or completed; the unfinished projects have become part of my responsibilities in Student Affairs.

When I started in the Personal Safety Office in April 1990, getting recognition for the proposition that feeling unsafe or intimidated on campus is a substantial barrier to full and equitable participation involved considerable struggle. Much has changed in the past five years; for this, I must acknowledge the very significant support and efforts of my colleagues in Facilities and Services, and in the Equity Issues Advisory Group. I want to acknowledge especially the tremendous understanding and support provided by Janice Oliver, Assistant Vice-President, Operations and Services, whose insistence on "doing it right" has resulted in real improvements to personal safety on our campuses.

Susan Addario
September 1995

THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICE SUMMARY REPORT FOR THE YEAR ENDED AUGUST 31, 1995 WITH PRIORITIES FOR 1995-96

PREAMBLE

The University established a permanent office for Race Relations and Anti Racism Initiatives (RRARI) in January 1993 pursuant to a recommendation of the Presidential Advisory Committee on Race Relations and Anti Racism Initiatives (PACRRARI) and the University's commitment to a learning and working environment free from discriminatory harassment and prohibited discrimination.

In furtherance of this goal, the University's Governing Council approved a Statement on Discriminatory Harassment and Prohibited Discrimination on March 31, 1994. This Statement is rooted in the Human Rights Code of the Province of Ontario (Revised Statutes of Ontario Human Rights Code, 1990) in which prohibited grounds for discrimination and harassment include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability. The mandate of the RRARI office includes

responsibility for dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed.

PACRRARI RECOMMENDATIONS

At this time last year, I reported that of the 44 recommendations made in the PACRRARI Report, Twenty-seven had been fully or partially implemented, 11 remained under active review, and six had received little or no support and would likely be dropped from further consideration. There have been further developments with recommendations which were partially implemented or were under active review. The Ethno-Cultural Academic Initiatives Fund has continued to be popular with academic divisions anxious to explore initiatives to increase ethno-cultural diversity in their curricula. In 1994-95 the budget provision for this fund was \$75,000. This amount was supplemented by \$8,600 from the Provost's contingency fund. Requests to the fund in the same period totalled \$203,912 even after screening at the divisional level.

In the past year, several divisions have added ethno-culturally significant elements to their curricula. For example, the Faculty of Arts and Science has introduced a major program in Ibero-American Studies and acting on a proposal sponsored by New College, now offers a minor program in Caribbean Studies. The Faculty of Law has put in place a broad range of courses dealing with issues of Native Peoples' law, race, culture and the law of human rights and employment equity. Race and culture are the focus of several new courses which have been introduced in that faculty's curriculum over the past year. In 1994 Religious Studies added new courses in Asceticism in the Hindu tradition and on Hinduism and Politics.

The proposal to establish a Mathematics and Science Access Program for educationally disadvantaged adults, which was strongly supported by PACRRARI, has been resubmitted for funding consideration. A final decision on this proposal has not yet been made. These examples illustrate that even in times of tight budgets, changes to curriculum can be made as long as there is a will and commitment do so.

THE ADVISORY COMMITTEE TO THE OFFICE

The Committee has devoted much of its time during the period of this report to the drafting of guidelines to assist unit heads in dealing with cases of allegations of racial discrimination and racial harassment. Those guidelines will outline ways in which the resources of the office may be used in the resolution of such matters. In the coming year I will acquire department heads and academic administrators with the guidelines and implications for their use. Also in the coming year the focus of the Advisory Committee should change. Recent developments will undoubtedly influence the Committee's agenda. The proposal to identify ways in which mediation skills can be developed and made available and the consideration being given to the establishment of a cadre of trained investigators to review and report on equity related complaints are two examples of initiatives which could alter the manner in which the office functions at present.

OTHER COMMITTEE ACTIVITY

I have been active on several local committees over the past year. The Association for the Advancement of Blacks in the Health Sciences (AABHS) is based in the Faculty of Medicine and through visits to schools

and mentorship programs, its members seek to promote greater interest among black students in the health sciences. AABHS has established firm links with the Toronto and Peel Boards of Education. Schools in these jurisdictions help to identify and refer students who participate in the programme. A mentorship project modelled on the version developed by AABHS has been used by the Faculty of Applied Science and Engineering to enrich opportunities for economically disadvantaged students to develop an interest in careers in Engineering.

I have also served on two committees in the Faculty of Social Work. One is responsible for a project to raise funds to support a scholarship and student fund for African Canadian students in the faculty. The other committee is the Black Student Recruitment Committee which is exploring the possible establishment of access programs to facilitate the admission of mature students into professional social work education.

I am called on an ad hoc basis to several internal and provincial committees depending on the focus of their agendas. The Provincial committees which require my continuing participation are the Network of University and College Anti-Racism Offices (NUCARO) and the Standing Committee on Employment and Educational Equity established by the Council of Ontario Universities (COU) to review among other things, the participation of under-represented groups in Ontario Universities. NUCARO has not been very active since December 1994 when the group's first co-ordinator resigned her position at the University of Western Ontario. Although the NUCARO executive has continued its planning and active consultations are taking place, I do not expect the work of this committee to result in earnest until after the election of new officers later this year.

The COU Committee has provided an opportunity to not only discuss issues which fall within this office's mandate, but to inform my EIAG colleagues of developments which impact on their areas. Committee activity has continued to be a most rewarding experience.

TRAINING AND EDUCATION

The delivery of seminars and workshops to groups on campus increased over the last period when compared with 1993/94. For example, I have held sessions with Campus Police, groups of unionized and non-unionized supervisory staff, students in Social Work, Physical and Health Education and Faculty of Medicine, and with numerous individuals who were themselves organizing workshops for their departments. Many of these activities occur in concert with other EIAG offices.

I have begun to explore ways of using external and internal resources to supplement the training and information sharing done through my office. An example of an external link is the one which I have helped establish with Human Relations specialists from C.O.B. C.I.C. College, the training facility for the Metropolitan Toronto Police. We are very close to putting a pilot project in place designed to assist and sensitize our local Campus Police.

One internal initiative which I intend to pursue over the next year is to work more closely with the Human Resources department to identify projects that engage faculty and staff in the discussion of issues of diversity.

THE CASE FILE

Complaint investigation continues to dominate my time and requires increasing care and attention as cases become more complex. Dealings with the Ontario Human Rights Commission (OHRC) through the University's lawyers have increased and complainants who are dissatisfied with U of T complaint resolution procedures seem more inclined to pursue solutions through their own legal counsel. As a consequence, more time has had to be devoted to the enquiries which originate from these sources.

With respect to the complaints process, there is still reluctance on the part of those who feel most vulnerable to come forward. In this category I would put students who are in the first stages of their undergraduate courses and administrative staff for whom alternative job prospects seem limited. I have had to work closely with the Status of Women office and the Personal Safety Awareness office on some of the cases brought to my attention. This consultative approach has worked well as has the arrangement with the Provost's office to facilitate the resolution of cases which involve members of faculty. These arrangements must continue and expand as cases become more complex.

PRIORITIES FOR 1995-96

- To continue to provide information and assistance to individuals and groups on matters which fall within the mandate of the office.
- To expand the delivery of training and information sessions on an individual basis and in concert with other EIAG offices.
- To expand my knowledge base through membership on internal and external committees to the extent that other office priorities permit.
- To acquaint department heads and academic administrators with guidelines to deal with allegations of racial discrimination and racial harassment.
- To monitor the progress of the recommendations from PACRRARI which have been only partially implemented or were deferred for further consideration.
- To work with the member offices of EIAG to advance the Equity agenda at the University.

Kelvin Andrews
October 1995

SEXUAL HARASSMENT EDUCATION, COUNSELLING AND COMPLAINT OFFICE

ANNUAL REPORT 1 JULY 1994 TO 30 JUNE 1995

INTRODUCTION

As is indicated in this report, there has been an increase in calls to the Sexual Harassment Office about conduct which are not characterized as sexual harassment under University policy. In some cases the University's definitions are narrower than those obtaining in other enactments; in some cases the conduct described has nothing to do with sex, or sexual orientation; in some cases the conduct cannot be described as "harassment". To a certain extent, this development may be attributed to ignorance of University resources; it may also relate to the adoption by the University last year of its *Statement on Prohibited Discrimination and Discriminatory Harassment*, and the incorporation this year

into the *Code of Student Conduct* of new offences of discriminatory harassment and criminal harassment, which have made more explicit the University's stance in relation to human rights offences. The creation of the Equity Issues Advisory Group, and the growing public profile of the Group's work, has likewise increased people's awareness of the existence of remedial avenues within the University.

However, there is also a persistent confusion about terms, and about the parameters of University regulations. People regularly elide definitions of sexual harassment and sex discrimination, or misunderstand the distinction between criminal and civil proceedings. There is an area of overlap between sexual harassment and sexual assault, in law; but the choice of procedure will produce very different options and outcomes. Sexual harassment, per se, is not a crime; offensiveness, per se, is not harassment; and sex discrimination is not sexual harassment, although sexual harassment may amount to sex discrimination.

Some of this confusion is attributable to definitional overlap and complexity; but I think also that some of it is attributable to a continuing public misrepresentation of the issues. Media accounts of complaints about the "chilly climate" have tended to collapse questions of harassment, discrimination, and offensiveness, and treat them as interchangeable. Harassment policies become characterized as "speech codes", and distinctions between unpleasant conduct, or offensive conduct, and unlawful conduct, are blurred. It is therefore worth restating that, under University of Toronto Policy, a complaint of sexual harassment must describe the alleged conduct, and must be signed; that the conduct alleged must be directed at a specific individual; it must be based that individual's sex or sexual orientation; it must be conduct which creates for that individual an intimidating, hostile or offensive working or learning environment, and which any reasonable person would realize would do so; and it must be conduct which exceeds the bounds of academic freedom or freedom of expression.

NATURE OF COMPLAINTS

This year the Sexual Harassment Office dealt with 245 inquiries; 151 of these, or 60%, fell within the purview of the *Policy and Procedures: Sexual Harassment*, and 35 of them, or 15%, were eventually dealt with through the formal complaint procedures within the *Policy*. A further 12, or 5%, were dealt with through other internal proceedings, and 24, or 10%, became the subject of criminal proceedings. In other words, formal proceedings were initiated in 30% of actionable sexual harassment complaints.

The volume, overall, of complaints of conduct which is within the compass of the *Policy* has not greatly increased since last year. The increased proportion of formal complaints, which I remarked on in last year's report, has been sustained; the number of informal complaints - which may necessitate considerable input from the Office, but do not require official intervention - has increased slightly.

There has also been an increase in the number of complaints which involve allegations of sexual harassment alongside a variety of other allegations; indeed, in three instances, evidence of sexual harassment was produced as a defence to separate allegations, being dealt with through separate proceedings. In such circumstances, I will involve myself as necessary in assisting with investigations and will work with colleagues in order to ensure a fair and judicious approach.

COMPLAINTS

FORMAL COMPLAINTS: 35

Constituency of complainant and respondent

| | staff respondent | faculty respondent | graduate respondent | u/graduate respondent | total |
|---------------------|---------------------|-----------------------|------------------------|--------------------------|-----------|
| Complainant: | | | | | |
| staff: | 3 | - | 1 | - | 4 |
| faculty: | - | - | - | 1 | 1 |
| graduate: | - | 3 | 3 | 1 | 7 |
| undergraduate: | 3 | 5 | 5 | 10 | 23 |
| total | 6 | 8 | 9 | 12 | 35 |

Gender of complainant and respondent

| | Female respondent | Male respondent | total |
|--------------------|----------------------|--------------------|-----------|
| Female complainant | 1 | 29 | 30 |
| Male complainant | 1 | 4 | 5 |
| total | 2 | 33 | 35 |

Form of sexual harassment

| | | | |
|---------------------------------------|-----|--|----|
| Part A s. 1(f)(i) promise of reward | 3* | harassment based on sex | 30 |
| Part A s. 1(f)(ii) threat of reprisal | 8* | harassment based on sexual orientation | 5 |
| Part A s. 1(f)(iii) physical conduct | 18* | | |
| Part A s. 1(f)(iv) verbal conduct | 29* | | |
| sexual assault | 1 | | |
| physical assault | - | | |

*complainants usually refer to more than one form of harassing behaviour by respondents

Outcome of Formal Complaints

| | |
|--|----|
| Withdrawn before stage 1 | - |
| Resolved at stage 1: informal resolution | 25 |
| Withdrawn before stage 2 | - |
| Resolved at stage 2: mediation | 10 |
| Withdrawn before formal hearing | - |
| Disposed of in formal hearing | - |
| Suspended during other proceedings | - |
| Dismissed | - |
| In progress | - |

There has been a significant increase in the number of complaints which later become the subject of criminal proceedings; and, generally, in the numbers of individuals seeking advice about the range of procedural options available to them. I think it important that proceeding through the *Policy and Procedures: Sexual Harassment* be understood as one of a range of remedial avenues, and will devote considerable time to providing people with information about alternatives. However, it is equally important that the *Policy* be understood as a positive and effective choice: that it be used, in other words. There will always be instances where the complainant determines that the *Policy* offers insufficient protections or inappropriate sanctions; I cannot imagine a policy which is perfectly designed to address any and every occurrence of its breach. However, I remain concerned about the number of complaints in which individuals describe serious breaches of University policy, but decline to proceed because they are daunted by the prospect of formal action, or are afraid of repercussions, either official or unofficial. On an individual basis, I can offer only some qualified reassurances. In some cases, however, complainants have referred to efforts by others to dissuade them from contacting the Office or instituting proceedings. Such efforts, I believe, derive from a fundamental error about the nature and purpose of the complaints procedures. The focus of the *Policy* is on remediation and repair, not on punishment and sanction; mediation is available as a mechanism for resolving rather than escalating complaints. The contexts in which the

less efficacious are those in which the parties are adamant - for whatever reason - in their refusals to seek remedies, or in which the respondent has adopted a practice of intimidation, or in which either party is unwilling or unable - again, for whatever reason, and they may be perfectly valid reasons - to negotiate with the other party.

At the same time, many people come to the Office to discuss their experiences and to seek assistance in devising their own responses and strategies. For example, they may want to learn about their legal entitlements and options as preparation for a direct confrontation with someone whose conduct disturbs them; they may want advice about how to frame their concerns in a letter. This is an important part of the Office's function, both remedial and educational.

COMPLAINTS OUTSIDE THE SCOPE OF THE POLICY AND PROCEDURES

There has been a significant increase in the number of inquiries about incidents or allegations in respect of which the Office has no direct jurisdiction. Ninety-four inquiries last year, or 40%, fell into this category. Of these, one was out of time: the allegations concerned events more than six months prior to the complaint. A further 35 concerned the conduct of individuals over whom the University has no authority: there is frequent confusion about the status of University policies in affiliated institutions, and University members often call for advice about situations affecting relatives, or about problems arising in their external employment or in other contexts.

INFORMAL COMPLAINTS: 210

Constituency of complainant and respondent

| | staff respondent | faculty respondent | graduate respondent | u/graduate respondent | anonymous respondent | respondent off campus | total |
|---------------------|---------------------|-----------------------|------------------------|--------------------------|-------------------------|--------------------------|------------|
| Complainant: | | | | | | | |
| staff: | 18 | 1 | 4 | 4 | 15 | 4 | 46 |
| faculty: | - | 4 | 3 | 6 | 2 | 3 | 18 |
| graduate: | 2 | 24 | 7 | 2 | 2 | 3 | 40 |
| undergraduate: | 6 | 14 | 5 | 37 | 12 | 13 | 87 |
| off campus: | 1 | 2 | 4 | - | - | 12 | 14 |
| total | 27 | 45 | 23 | 49 | 31 | 35 | 210 |

Gender of complainant and respondent

| | Female respondent | Male respondent | Unidentified respondent | total |
|--------------------|----------------------|--------------------|----------------------------|------------|
| Female complainant | 7 | 147 | 7 | 161 |
| Male complainant | 13 | 32 | 4 | 49 |
| total | 20 | 179 | 11 | 210 |

Form of sexual harassment

| | | | |
|---------------------------------------|------|--|-----|
| Part A s. 1(f)(i) promise of reward | 7* | harassment based on sex | 150 |
| Part A s. 1(f)(ii) threat of reprisal | 7* | harassment based on sexual orientation | 23 |
| Part A s. 1(f)(iii) physical conduct | 67* | [conduct not covered by policy] | 47 |
| Part A s. 1(f)(iv) verbal conduct | 115* | | |
| sexual assault | 18* | | |
| physical assault | 2* | | |

*complainants usually refer to more than one form of harassing behaviour by respondents

Reasons for not using the Formal Complaints Procedure

| | |
|--|----|
| Fear of repercussions | 29 |
| Complaint out of time | 1 |
| Party/parties outside jurisdiction | 35 |
| Respondent anonymous or unknown | 31 |
| Behaviour outside definition | 47 |
| Criminal proceedings initiated | 24 |
| Other proceedings initiated | 12 |
| Sought advice/counselling only | 20 |
| Complaint adjudged frivolous/excessive | 1 |
| Complaint adjudged unfounded | 4 |
| Respondent covered by collective agreement | 6 |

Six complaints concerned people covered by collective agreements, who are not therefore covered by the *Policy*. Four complaints were determined to be unfounded in fact, and one was dismissed as vexatious.

Forty-seven complaints - or 20% of the total - concerned conduct which the University does not define as sexual harassment. In some cases the Sexual Harassment Office was contacted *qua* equity office, by an individual with a concern which they characterized as an equity issue. However, I would also note that a sizeable proportion of inquiries to the Sexual Harassment Office concern complaints that have no apparent relationship to the work of the Office or indeed of any other office within the Equity Issues Advisory Group. The Office has thereby to some extent become a referral point for complaints which more properly belong with academic administrators, with union representatives, or with Labour Relations.

I conjecture that this has something to do with the publicity that has accrued to complaints which are construed as human rights issues, and with the moral opprobrium or vindication that people imagine will attach to their complaint if it is understood as a complaint of discriminatory conduct. I would also surmise that there is a high degree of unfamiliarity, particularly but not solely among students and members of the non-academic staff of the University, with the gamut of University regulations and management structures. Thus an office like the Sexual Harassment Office, with its

relatively high profile, comes to be seen as a funnel for complaints of all kinds.

POLICY DEVELOPMENT

In this past year, I worked with the Personal Safety Awareness Officer and the Office of Student Affairs to develop definitions of discriminatory harassment and criminal harassment for the *Code of Student Conduct*; these were adopted by the Governing Council in January 1995. This provides the University with statutory resources for dealing with criminal harassment or discriminatory harassment on the part of students that are commensurate with those that cover employees. I have also worked with the Assistant Vice-President, Student Affairs, to develop materials to assist people who are investigating or hearing complaints under the *Code of Student Conduct*.

I drafted a procedural memorandum for dealing with complaints of shared jurisdiction arising in the Faculty of Medicine, and have circulated it for comment.

Inevitably, new policy issues will present themselves during the course of a year; this year, for example, I have worked with colleagues in the Equity Issues Advisory Group, in the Provost's office, and in the Human Resources Department, to explore different approaches to handling harassment complaints that will arise at OISE/FEUT merger.

COMMITTEES

Membership in a variety of committees, both internal and external, ensures that my work is informed by considerations affecting

the University community as a whole; it also brings me into closer cooperation with colleagues and enables me to make good use of their goodwill, their knowledge and their insight. Over the last year I served as Convenor, for the second year, of the Equity Issues Advisory Group; I was a member of the Committee on Homophobia, the Community Advisory Board on Campus Safety and Security, the Advisory Committee to the Status of Women Officer, and the Selection Committee established to choose the first recipient of a new University award, the Ludwig and Estelle (Stella) Jus Memorial Human Rights Award. Externally, I have served on the Steering Group for the Ontario Association of College and University Sexual Harassment Advisors, as a member of the city-wide Workplace Harassment Action Taskforce and its publication subcommittee, and on the Steering Committee of the Wellesley Hospital/519 Community Centre/Urban Health Initiative "Bashing" project.

EDUCATION AND PUBLIC AWARENESS
I have maintained my focus on the training of academic administrators and supervisors, and have worked closely with the Provost's office and the Department of Human Resources. I have also worked with student governments - particularly, in this last year, with SAC, but also with college councils and with student dons; and have continued to give occasional guest lectures in classrooms. Additionally, I undertook several more long-term projects: with students in the Faculty of Education; with athletes from an intercollegiate Varsity team, with unionized residence staff, with Teaching Assistants, and with the Department of Family and Community Medicine. The FEUT project formed the basis of a presentation, with two faculty colleagues, to this year's Learned Societies Conference.

As part of a Task Force working with community organizations and the Ontario Women's Directorate, I was involved in producing a handbook about workplace harassment. This is now being distributed to community services around the province, and has to a large extent enabled me to deal quickly and practically with callers from outside the University community. I have also started to work with a group of people from the University, from the Wellesley Hospital, and from the 519 Community Centre, to develop educational materials and protocols for health care professionals who deal with the victims of hate-motivated crimes. I regard this as a valuable initiative: there is a paucity of available educational resources at present, and we could benefit greatly from the generation of adaptable protocols.

The emphasis on long-term projects reflects my increasing commitment to working in partnership with colleagues to develop a more strategic and effective approach to public education. Sustained projects are valuable in that they give me the opportunity to learn from my colleagues, to evaluate my own work, and to develop new and interesting educational resources. Moreover, to the extent that educational programs can be planned and structured into the work of the Office, so can they be protected from incursions of the more intransigent imperatives of case-work.

Paddy Stamp
Sexual Harassment Officer
August 1995

SPECIAL SERVICES TO PERSONS WITH A DISABILITY

1994/95 was expected to be a tough year, the major challenge was to provide service to more students with fewer resources. The budget drawn up was very tight, with known underfunding for invigilators. MET provides a designated allotment to the University (and to each of the other colleges and universities) for provision of such services. Its size depends on the full-time equivalent of the total student population. As the U of T number has decreased so therefore has the allotment to Special Services. Effective in May, previously determined staffing reductions were implemented; we lost 3.0 full-time equivalents.

Figures 1 and 2 indicate an increase, yet again, in the total number of students receiving service. This could not have been achieved without the co-operation and support of the staff. It should be pointed out that these data do not include inquiries and direct referrals. In order to be "registered" with Special Services and deemed eligible for services, students need to be assessed either on the basis of existing documentation or through new professional evaluation.

In consultation, we undertook a review of practices, procedures and functions performed by staff to increase efficiency. This was especially so for tests/examinations and notetaking, areas of great activity. Figure 3 indicates the test and exam activity. During the year, 247 notetakers provided 184 students with notes for 302 courses on all campuses. The mobility bus provided 1,762 rides for 31 users, 14 of whom were temporary.

A review of the battery of tests used to determine the existence of learning disabilities was completed and the referral process streamlined. Having three people on leave for part of the year provided additional opportunities for reviewing priorities and staff deployment. We were also successful in designing work assignments for returning staff compatible with service demands and their personal responsibilities.

In order to survey student users, a questionnaire was developed with the involvement of all Special Services staff. It was made available during the last two months of term. In addition to tabulating the data, 20 pages of written-in comments were assembled. Some samples follow:

- Have you found alternative tests/exams helpful? Please elaborate.
(i) Yes. A private room helps to reduce stress on my neck which causes me to faint or get dizzy. Colitis makes my stomach growl constantly and loudly when I am under stress. Drugs used to block these reactions cause mental confusion which isn't good for an exam - Also I don't want to disturb other people or hurry too much and get out to hide my problems.
(ii) Without the help of Special Services I was flunked out of my Faculty. My first term back with the assistance I required, I made the honour roll. I have been successful since and next year have been accepted to study a year abroad.

Have you found the notetaking service helpful? Please elaborate.
(iii) Yes! Often the lecturer says words which are ambiguous to me eg. average/adversive even with lipreading, so the notes help to fill in the gaps!
(iv) I could not manage without notetakers.

I cannot write for a prolonged period and do not have time to tape all my lectures & then write everything out. This is impossible with a full course load and would lead to a lot of confusion with notes when formulas & diagrams are put on the board & overheads heads are used. Also, I often can't see well enough.

OTHER ASPECTS

Have you found the provision of these services helpful? Do you have any suggestions or comments on any of the above?

- (v) The staff gives me a sense of belonging to something in this large place, as well as encouragement and hope. The support, advice and counselling that I have received since I have been here has helped me to believe in myself.
(vi) Special Services saved my life! I was at the point that I thought I was stupid and not University material until I was assessed and found out I have a severe reading disability but yet a high IQ. (I regained my self-confidence and am doing wonderful at University.)
(vii) Special Services answered so many questions that I had. When a Professor (yes a PROFESSOR!) Told me that I was stupid and I would never succeed... I came to Special Services for help. I found that I had hidden a Disability from everyone for 23 years! Presently I am going to University and loving it, as well as President of a University club and pursuing a great job! Thank you!

- (viii) I understand that there is real problem with funding the Special Services Program. It is central for programs such as this to continue in order to help students with disabilities, as they, too, wish to be able to find fulfilling satisfying careers rather than to be relegated to some fulfilling job just because of the fact that some part of their body does not function like the majority. In order to create a more humanitarian society, universities such as U of T need to provide academic opportunities for the disabled population in Toronto.

- (ix) This is an invaluable service. The disabled student will find University overwhelming without this service. The disabled person is expected to be educated and employable. This service aids in that endeavour. I pray that this will not be an area affected by budget cuts. It would effect the academic future and employment future of all disabled students.

The *Speak for Yourself* monograph, containing the stories of students with a variety of disabilities, funded by the Alumni Association, was launched during National Access Awareness Week, and then distributed to various academic departments and to the Association of Counsellors on campus, to high schools across the province and to disability-related agencies. Additional copies are available for a nominal fee: \$4.00 single, \$1.50 for 10 or more. Requests are still coming in from across the country. The response has been much greater than expected and the comments most complimentary.

Staff have maintained liaison with key divisions on campus (Occupational Therapy Department, Environmental Health and Safety Office, divisional writing laboratories) and participated in committees and professional activities, schedule permitting.

The Director has been involved in informal and formal discussions with faculty and staff on disability-related issues. These

have assisted us in reviewing our correspondence with faculty, in particular. Meetings with the Undergraduate Advisory Committee, College Registrars and the staff of the Faculty of Arts and Science were most successful. Liaison has been maintained with the SAC (Student Administrative Council) Wheelchair Access Committee.

Because of the considerable internal demands, the Director's off-campus activities were necessarily few despite receiving many requests for consultation and participation on committees and on panels, often as a representative of the University's Special Needs Departments generally. Special Services has cooperated with the Ontario College of Art, in providing learning disability assessments on a fee-for-service basis and with the York University learning disability program, in providing extensive consultations regarding our procedures to assist them in their own review.

PRIORITIES FOR 1995/96

1. To continue to respond in an appropriate and timely manner as possible to a projected increase in caseload and further reduced funding.
2. To continue to assist other divisions in making the services they provide accessible to students with disabilities.
3. To actively look for opportunities, both on- and off-campus, for cost recovery.
4. To consider the case for a significant decentralization in the provision of alternative tests/examinations.
5. To continue to look for collaborative endeavours with other Equity Issues Advisory Group members.

Eileen Barbeau
Director

THE STATUS OF WOMEN OFFICE

ACTIVITIES FOR 1994/95 & PRIORITIES FOR 1995/96

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office is broad — it encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the removal of all systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude. The Office consists of myself as the Status of Women Officer and 50% of the time of Terri LeClair, Administrative Assistant to the Office.

The responsibilities of the Status of Women Office include:

- pursuing the goal of full gender equity at the University by being involved in the development of policies and practices that will contribute to this goal and by working to be an effective catalyst for change
- working, through education and advocacy, to create an environment free of sexism and heterosexism
- advising the President and other senior administrators on issues and concerns relating to the status of women at the University
- initiating and assisting research into the status of women at the University
- organizing and sponsoring activities relevant to women at the University
- communicating and working with other individuals involved in women's issues both inside and outside the University

UNIVERSITY OF TORONTO SPECIAL SERVICES
Disability comparison 92/93 - 94/95

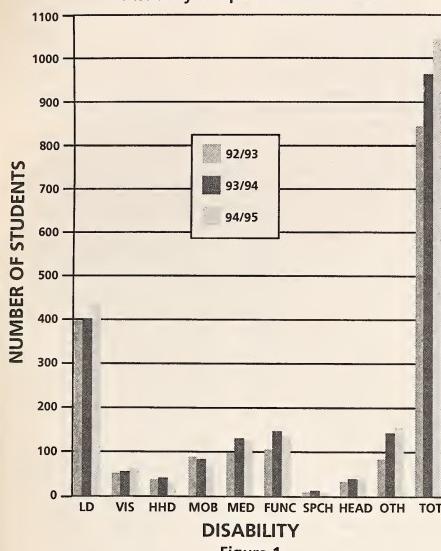


Figure 1

UNIVERSITY OF TORONTO SPECIAL SERVICES
Number of students who received service
Comparison from 1990 - 1995

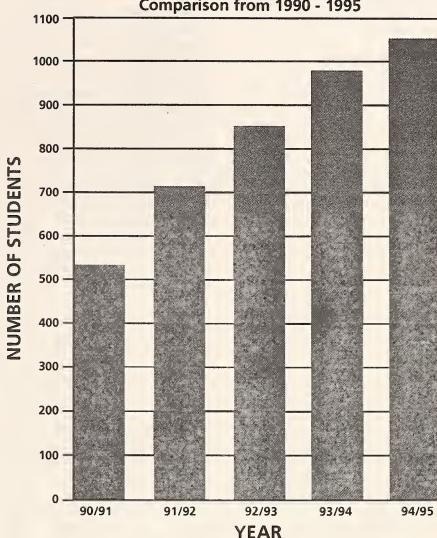


Figure 2

DATA FROM 1994/1995
NUMBER OF TESTS/EXAMS & NUMBER OF STUDENTS WHO WROTE

| | NUMBER OF TESTS/EXAMS | | | NUMBER OF STUDENTS | | | | |
|-----------------|-----------------------|------|-----|--------------------|------|------|-----|-------|
| | ST.G | SCAR | ERI | TOTAL | ST.G | SCAR | ERI | TOTAL |
| MAY | 4 | 0 | 4 | 8 | 4 | 0 | 4 | 8 |
| JUNE | 151 | 8 | 25 | 184 | 90 | 6 | 14 | 110 |
| JULY | 73 | 4 | 9 | 86 | 52 | 4 | 6 | 62 |
| AUGUST | 106 | 8 | 14 | 128 | 81 | 4 | 10 | 95 |
| SEPTEMBER | 2 | 0 | 2 | 4 | 2 | 0 | 2 | 4 |
| OCTOBER | 188 | 42 | 97 | 327 | 99 | 25 | 48 | 172 |
| NOVEMBER | 180 | 35 | 64 | 279 | 120 | 22 | 40 | 182 |
| DECEMBER | 393 | 69 | 116 | 578 | 192 | 33 | 51 | 276 |
| JANUARY | 72 | 16 | 43 | 131 | 67 | 9 | 33 | 109 |
| FEBRUARY | 233 | 56 | 93 | 382 | 132 | 29 | 58 | 219 |
| MARCH | 157 | 25 | 71 | 253 | 100 | 11 | 42 | 153 |
| APRIL | 101 | 94 | 61 | 256 | 228 | 35 | 45 | 308 |
| MAY | 72 | 19 | 41 | 132 | 65 | 15 | 32 | 112 |
| TERM TOTAL | 1732 | 376 | 640 | 2748 | --- | --- | --- | --- |
| FINAL EXAM | 499 | 113 | 157 | 768 | 346 | 78 | 65 | 489 |
| YEAR TOTAL EXAM | 2231 | 489 | 797 | 3516 | --- | --- | --- | --- |

Figure 3

N.B. With the exception of May and September there were a considerable number of tests to arrange each month.

The final exam period was particularly busy with 768 exams including 489 students being supervised in a 13 day period across three campuses.

In last year's report I pointed to the many changes the Office had experienced since the retirement of Lois Reimer, the University's first Status of Women Officer, in August 1992. This past year was the first since unmarked by transitions. It has been an active year in which virtually all of the objectives set out in last year's report have been achieved.

ACTIVITIES FOR 1994/95

The central goal of the Office is the development and monitoring of policy related to the improvement of the status of women at the University. With respect to this objective I have continued to meet regularly with members of the senior administration (the President, the Provost and other Vice-Presidents and many of the Deans). I have also continued to attend meetings at which policies are being either developed or discussed (e.g., Academic Board, University Affairs Board, Personnel Policy Board, PDAD&C).

I have been involved in three specific projects dealing with women's and equity issues.

• On behalf of the Provost I have met with most faculties/departments engaged in searches for new tenure-stream faculty members. The goal of the meetings (25 to date) is to provide advice on proactive faculty recruitment in order to expand the pool of excellent applicants from the four groups designated by the University's Employment Equity Policy. In addition to proactive recruitment the presentation focuses on an inclusive interview process and the relationship between equity and excellence.

• I provided an equity perspective on the White Paper planning process. I read all of the divisional plans submitted for the White Paper planning process in the context of a number of equity issues. I then prepared written comments on each of the 26 plans for the Provost's Office.

• As part of a small working group I prepared a series of recommendations regarding student orientation. We proposed that orientation have a strongly academic focus and be seen as a welcome and transition process beginning when students first receive their university acceptance letter and continuing until program choices for second year are made. The Provost's Office has distributed a document entitled "Guidelines for Welcome and Transition at the University of Toronto," based on this proposal.

I met monthly with the Advisory Committee to my office. The committee is composed of administrative staff, students and faculty from all three campuses who either represent particular groups

(including UTSA, UTFA, GSU, APUS, SAC) or come as individuals with an interest in women's issues. The committee provides a forum for discussing ideas, projects and concerns.

I have met with University groups and committees dealing with women's issues (including the UTSA and UTFA status of women committees, Women in Science, gender issues committee in Medicine and Engineering, the Women's Centre — St. George campus). I have been in regular contact with the directors of the undergraduate program in Women's Studies and the new graduate collaborative program in Women's Studies.

I met regularly with my EIAG colleagues, both at monthly meetings and in smaller groups that dealt with particular issues as they arose. I served on the advisory committee for the Office of the Family Care Advisor and the Race Relations and Anti-Racism Initiatives Office.

At Erindale College I was part of a group discussing the development of a career development project for administrative staff. The Erindale project would serve as a pilot project on career development for the University as a whole. The goal is to develop and implement a long-range career development plan consistent with the University's commitment to "establishing an environment that encourages individuals to develop their abilities and career potential."

Also at Erindale, I chaired the first year's meetings of a committee on gender and multicultural issues. The committee, consisting of staff, students and faculty, was established to advise the Principal on "quality of life" issues at the College. The committee meets a number of times and will submit a report to the new Principal outlining possibilities for future directions. In addition, I participated in discussions regarding the possibility of establishing a women's/gender studies program at Erindale College.

At Scarborough College I chaired the committee which planned the event to commemorate the December 6 massacre at the Ecole Polytechnique in Montreal.

I provided a number of faculties with information and materials on faculty mentoring programs.

I continued to sit on the COU Status of Women Committee and have agreed to chair the CAUT Status of Women Conference in September. Participation in forums external to the University of Toronto provide a perspective and information often quite useful in performing my job.

Some of my activity centred around education with respect to gender and equity

issues. I took part in several student orientation activities, gave lectures, and facilitated discussions on a number of occasions. I participated in the planning of orientation for new academic administrators.

The Office sponsored two major events. Approximately 500 people attended a memorial to commemorate the massacre of 14 women at the Ecole Polytechnique in Montreal, on December 6, 1989. We raised \$1,600 for the December 6 Educational Fund which is used to support initiatives focused on the problem of violence against women. On April 27 we organized Take Our Daughters to Work. More than 375 girls between the ages of 9 and 15 accompanied University of Toronto staff to work and participated in job shadowing and a number of organized activities. The Office also provided support to a number of other events (including conferences on "Buddhism After Patriarchy," "Women, Sexuality and Islam," a symposium on "Women in Health Research," and "New Beginnings," a workshop for women returning to university).

The Office successfully nominated June Straker for the Joan E. Foley Award of Excellence. This award is presented annually to a member of the University community in recognition of their contribution to the quality of the student experience at the University. June Straker was recognized for her outstanding contributions as an Academic Counsellor at Woodsworth College and, in particular, for her work with seniors and single parent students.

With the help of Mary Beth McKenzie, a work study student, the Office began production of an electronic newsletter. Women on the Wire - WOW - contains brief articles dealing with women's and equity issues and listings of events, conferences and information of interest to university women. The newsletter is available to anyone with access to UTLINK, Gopher, or any form of e-mail. Our goal is to "publish" six to eight issues per year with weekly or bi-weekly updates.

I continued to deal with individual cases and complaints as they arose. The Office is not predominantly a complaints based office. However, over the course of the year I dealt with approximately 40 "cases". The number is imprecise because it is sometimes difficult to know what to count. In some instances I received calls from individuals with questions about University policy or the treatment they had received. Approximately equal numbers of staff, students and faculty called in this context. Their issues concerned things such as relationships with supervisors, access to programs and facilities, compensation, termination, perceived bias in hiring practices. Some individuals called to complain about aspects of University life (events, publications) that they felt reflected or

promoted gender bias. I also followed up on a number of letters to other individuals on which I had been copied. Typically my role was to provide information and advice on how to proceed, who to contact, how to best present a position. I often worked with other members of the EIAG. In a few instances a "case" involved no more than a single phone call. More typically it involved several calls and several meetings. In one instance I either met or spoke to 11 different people. Apart from providing advice to individuals, the complaints aspect of my work often points to more general problems or issues that need to be addressed. In addition, the Office receives dozens of calls each month with requests for materials, resources or information.

PRIORITIES FOR 1995/96

Priorities for 1995/96 include continuing to:

- meet regularly with members of the University administration and attend meetings at which policies are being either developed or discussed
- meet with faculties and departments regarding proactive faculty recruitment
- to provide an equity perspective on the White Paper planning process
- maintain close ties to University groups and committees dealing with gender and equity issues and meet regularly with my advisory committee
- participate in educational activities; welcome and transition for students; training for administrators
- maintain an ongoing relationship with the other EIAG offices to deal with specific cases, initiatives and projects and to provide a coherent view of equity issues and objectives for the University
- be active on all three campuses
- organize and/or participate in events designed to promote awareness of gender issues

More specifically:

- I will follow up on discussions of faculty mentoring and administrative staff career development
- I will provide input to the task force looking at the restructuring of the School of Graduate Studies
- I will increase my activities with respect to students, with a particular emphasis on the intersection of gender and culture
- the electronic newsletter will be maintained and expanded and other materials from EIAG offices will be made accessible through the Internet
- as chair of the COU Status of Women Committee I hope to address systemic gender and equity issues in the context of the Ontario university system as a whole and to bring a more comprehensive understanding of issues to my work at the University of Toronto

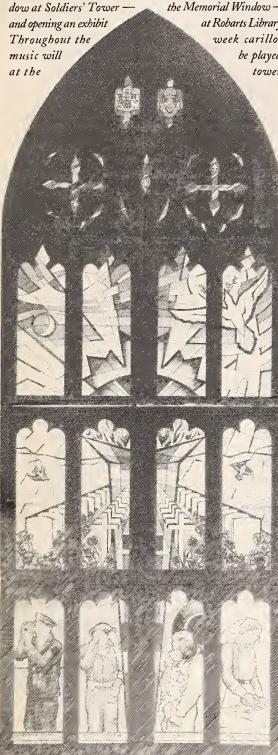
Rona Abramovitch
Status of Women Officer
June 1995



REMEMBERING

Memorial window, exhibit and music commemorate end of Second World War

This year is the 50th anniversary of the end of the Second World War and the Soldiers' Tower Committee of the U of T Alumni Association is dedicating a new stained-glass window at Soldiers' Tower — the Memorial Window — at Robarts Library. week carillon will be played tower.



Drawing of Memorial Window



The exhibit at Robarts Library tells the story of John Kenneth Macalister, left, and Frank Pickering. Both were students at U of T but they did not know each other until the war. Assigned to build up resistance forces in Europe that would harass Nazi forces, the two were captured in France in 1943 and tortured to death. They are remembered in The Making of a Secret Agent (McClelland and Stewart, 1978) with letters by Pickering, and Macalister, or Dying in the Dark, by Douglas LePan (Quarry Press, 1995).



AN ACT OF
REMEMBRANCE
at
The Soldiers' Tower
Hart House Circle

Friday,
November 10th, 1995
at 10:30 a.m.



Carillon
•
Hart House Chorus
directed by John Tuttle
•
Last Post and Reveille
will be sounded

- Reception in Hart House following the service
- The Memorial Room will be open to visitors following the service until 3:00 p.m.
- Piper

Arranged by the Soldiers' Tower Committee,
University of Toronto Alumni Association

WOODSWORTH COLLEGE

UNIVERSITY OF TORONTO



presents

its fourth Annual Fall Lecture



"The Future of the World Trading System"

by

Sylvia Ostry, Ph.D.

Chair, Centre for International Studies
University of Toronto

Wednesday, November 15, 1995
7 p.m.

George Ignatieff Theatre
15 Devonshire Place

Please call 978-4197 or 978-5301
for free tickets
Seating is limited

THE HOUSEHOLD SCIENCE AND NUTRITIONAL SCIENCES
ALUMNI ASSOCIATION, UNIVERSITY OF TORONTO

Presents the
22nd ANNUAL EDNA W. PARK LECTURE
DR. MICHAEL BLISS
THE HISTORY OF NUTRITION:
TWO OUTSTANDING
TORONTO CONTRIBUTIONS

TUESDAY, NOVEMBER 7, 1995 7:30 P.M.
ROOM 103, FITZGERALD BUILDING
150 COLLEGE STREET, TORONTO

Undergraduate and Graduate Student Awards sponsored by the Household Sciences and Nutritional Sciences Alumni Association will be presented at a 6:00 pm reception preceding the Lecture (Room 423, FitzGerald Building)

ADMISSION FREE

EVENTS



LECTURES

John Day and the Bookshop That Never Was.

TUESDAY, NOVEMBER 7

Peter Blayney, Folger Shakespeare Library, 140 University of College. 4 p.m. English

A Drive through History: Creating "Canadian" Spaces at Niagara.

TUESDAY, NOVEMBER 7

Prof. Joao Couto, University of Victoria; UC Canadian studies speaker series. 163 University College. 4:15 p.m. UC

The History of Nutrition: Two Outstanding Toronto Contributions.

TUESDAY, NOVEMBER 7

Prof. Michael Bliss, Department of History; annual Edna W. Park lecture, 103 FitzGerald Building. 7:30 p.m. Houshmand Science & Nutritional Sciences Alumni Association

Clinical Ethics: Its Contribution to Patient Care.

WEDNESDAY, NOVEMBER 8

Prof. Mark Siegel, University of Chicago; annual Alloway lecture. Main lecture theatre, Norman Urquhart Wing, room 113, Toronto Hospital (General Division). 4 to 5:30 p.m. *Bioethics*

An Agenda for Improving US Trade Policy towards Canada.

WEDNESDAY, NOVEMBER 8

Prof. Tim Pye, Brigham Young University; visiting Bissell-Fulbright Professor of Canadian-American Studies. Combination Room, Trinity College. 4:30 to 5:30 p.m. *International Studies*

Kristallnacht 1938: Legalized Terror.

WEDNESDAY, NOVEMBER 8

University Prof. Em. Egon Fackenheim, Department of Physics; inaugural Metal Kristallnacht lecture. Auditorium, Medical Sciences Building. 7:30 p.m. *Victoria University and League for Human Rights, BNai Brith*

History for Action: Labour Looks at Its Past.

WEDNESDAY, NOVEMBER 8

Susan Meier, labour activist, David Sobel, labour history, and Andy King, United Steelworkers. 305 Dalhousie Building. 7:30 p.m. Donation \$3 or pay what you can. *Marxist Institute*

Historical-Medical Remarks on Medicine in Mesopotamia.

WEDNESDAY, NOVEMBER 8

Irmtraud Seybold, Karl-Franzens-Universität, Graz, Austria. Auditorium, Earth Sciences Centre. 8 p.m. *Canadian Society for Mesopotamian Studies*

Between Bethlehem and Jerusalem: The Meeting of East and West in Crusader Art.

WEDNESDAY, NOVEMBER 8

Prof. Jelava Jacoby, University of Haifa. Senate Chamber, Alumni Hall, 121 St. Joseph St. *PIMS*

The Aesthetics of Terror.

WEDNESDAY, NOVEMBER 8

Dominick Jenkins, Department of Philosophy, UC lecture in peace studies. 140 University College. 8 p.m.

The Role of the United Nations.

THURSDAY, NOVEMBER 9

Chaitanya Kalavet, UN Association in Canada; Canadian Perspectives series.

Council Chamber, Souris Building, Erindale College. 10 a.m. Tickets \$7. *Associates of Erindale College*

Jews and Christians in Galilee and the Byzantine Period.

THURSDAY, NOVEMBER 9

Moti Aviam, Western Galilee Israel Antiquities Authority. 144 University College. 3:10 p.m. *Study of Religion*

Religious Associations and Imperial Cult: Revising a Scholarly Paradigm.

FRIDAY, NOVEMBER 10

Philip Harland, Centre for the Study of Religion. 123 St. George St. 1:10 p.m. *Study of Religion*

Memory, Consciousness and the Brain.

SUNDAY, NOVEMBER 12

University Prof. Em. Endel Tulving, Department of Psychology. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

Nuptial Nuances: Images of Weddings on Greek Vases.

WEDNESDAY, NOVEMBER 15

John H. Oakley, College of William & Mary. Lecture room, McLaughlin Planetarium. 5:15 p.m. *Archaeological Institute of America, Toronto Section*

The Future of the World Trading System.

WEDNESDAY, NOVEMBER 15

Sylvia Ostry, Centre for International Studies. George Ignatieff Theatre, 15 Devonshire Place. 7 p.m. Free tickets, 7/9-4197.

Modalities of Architecture: Architecture/New Practices.

WEDNESDAY, NOVEMBER 15

Thomas Fisher, architect. Room 103, 230 College St. 7 p.m. *Architects & Landscape Architecture and Kawakura Payne McKenna Blumberg Architects*

The Crusader Church of the Annunciation in Nazareth: Reconstructing a Vanished Past.

WEDNESDAY, NOVEMBER 15

Prof. Jelava Jacoby, University of Haifa. Senate Chamber, Alumni Hall, 121 St. Joseph St. 8 p.m. *PIMS*

Future of Science.

Four Nobel Prize-winning scientists deliver free public lectures. Convocation Hall.

THURSDAY, NOVEMBER 16

Oil, Gas and Hydrocarbons in the 21st Century: Challenges & Solutions.

George Olah, Nobel Prize for chemistry, 1994 USA. 2 to 2:45 p.m.

Evolution of Basic Research and Applications: A Personal View.

Rudolph Marcus, Nobel Prize for chemistry, 1992 USA. 2:45 p.m. to 3:30 p.m.

Learning about Light.

Arthur Schawlow, Nobel Prize for physics, 1981 USA. 4 to 4:45 p.m.

The Future of Science: A Canadian Perspective.

John C. Polanyi, Nobel Prize for chemistry, 1986 Canada. 4:45 to 5:30 p.m. Free tickets in advance, 978-6031.

... from Police Headquarters.

THURSDAY, NOVEMBER 16

Jocko Thomas, former police bureau chief for *The Toronto Star*; Canadian Perspectives series. Council Chamber, South Building, Erindale College. 10 p.m. Tickets \$7. *Associates of Erindale College*

How Business Journalism Took Over the World: The Disappearing Notion of the Common Good.

THURSDAY, NOVEMBER 16

Linda McQuaig, journalist; Innis memo-

rial lecture. Innis College Town Hall. 5 p.m. *Harold Innis Research Institute*

"Even the Puppies . . .": Justice of the Kingdom on the Eve of the Jubilee.

THURSDAY, NOVEMBER 16

Michael Czerny, SJ, secretary for social justice for the Jesuit order; 1995 chancellor's lecture. Elgar MacGuigan Hall, 67 St. Nicholas St. 7:30 p.m. *Regis College*

Power Play.

SUNDAY, NOVEMBER 19

Prof. Edward Barbeau, Department of Mathematics. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

Memory, Consciousness and the Brain.

SUNDAY, NOVEMBER 12

University Prof. Em. Endel Tulving, Department of Psychology. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

The International Monetary System: Is It Broken? Can It Be Fixed?

MONDAY, NOVEMBER 20

Prof. Peter Kenen, Princeton University. 147 Joseph L. Rotman Centre for Management. 4:10 p.m. *International Studies, Economics and Institute for Policy Analysis*

"His Majesty's most majestic room": The Division of Sovereign Identity in Philip II's Lost Portrait Gallery at El Escorial.

THURSDAY, NOVEMBER 21

Joanna Woodall, Courtauld Institute of Art, London. Senior Common Room, Victoria College. 4 p.m. *CRIS and Toronto Renaissance & Reformation Colloquium*.

COLLOQUIA

North Atlantic Circulation and the Climate System.

THURSDAY, NOVEMBER 9

Allyn Clarke, Bedford Institute of Oceanography. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

Illusory Inferences.

FRIDAY, NOVEMBER 10

Prof. Philip Johnson-Laird, Princeton University. 140 University College. 3 p.m. *Applied Cognitive Science, OISE and Cognitive Science Program, UC*

Artificial Dimeric Nucleases.

FRIDAY, NOVEMBER 10

Prof. Jik Chik Megill University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

New Light on the Astronomy of the Roman Period.

WEDNESDAY, NOVEMBER 15

Prof. Alexander Jones, Department of Classics. 323 Victoria College. 4 p.m. *IPHST*

Towards a More Detailed Picture of the Middle Atmosphere: The High Resolution Dynamics Limb sounder.

THURSDAY, NOVEMBER 16

Prof. J. Gille, National Centre for Atmospheric Research, Boulder. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

Total Synthesis, Structure Elucidation and Structure-Activity Studies of Hennoxazole A.

FRIDAY, NOVEMBER 17

Prof. Peter Wipf, University of Pittsburgh. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

SEMINARS

Proteins at the Solid-Solution Interface: Significance, Behaviour and Manipulation.

WEDNESDAY, NOVEMBER 8

Linda McQuaig, journalist; Innis memo-

rial lecture. Innis College Town Hall. 5 p.m. *Wallberg Building*. 12:30 p.m. *Chemical Engineering & Applied Chemistry*

Political Terror in the Donbas: Archives and Questions of Evidence.

THURSDAY, NOVEMBER 9

Hiroaki Kuyumia, University of Indiana. 14352 Robarts Library. 7 to 8:30 p.m. *CREES*

Novel Signalling Pathways Transducing Cellular Stress.

FRIDAY, NOVEMBER 10

Jim Woodgett, Ontario Cancer Institute. 3127 South Building, Erindale College. 12 noon. *Erindale Biology*

Some Problems concerning Political Representation.

FRIDAY, NOVEMBER 10

Prof. Dominique Leydet, University of Quebec at Montreal; Whither the Liberal State? series. 3050 Sidney Hall. 4 to 6 p.m. *Erindale Biology*

Heroes and Emperors.

FRIDAY, NOVEMBER 10

Prof. Christopher Jones, Harvard University. 256 University College. 3:10 p.m. *Classics*

Vertebrate-Plant Interactions: Did Dinosaurs "Invent" Flowers?

FRIDAY, NOVEMBER 10

Han Dierck Suss, Royal Ontario Museum. B142 Earth Sciences Centre. 3:30 p.m. *Botany*

Liberalism, Diversity and Civic Education.

FRIDAY, NOVEMBER 17

Prof. Stephen Macdonald, Syracuse University. Whither the Liberal State? series. 3050 Sidney Hall. 2 to 4 p.m. *Political Science*

Encouraging Responsible Research Practices.

MONDAY, NOVEMBER 20

Ira Jacobs, Defence & Civil Institute of Environmental Medicine; and Brian Pronger, School of Physical & Health Education. *Why Do Ethics Review?* 3:30 p.m. *Human Potential Building*

Understanding Your PBL Group: Group Dynamics and What to Do about Them.

TUESDAY, NOVEMBER 21

Jane Tipping, Faculty of Medicine. Classroom B, Burton Hall, Women's College Hospital. 5 p.m. *Peters Academy, Faculty of Medicine*

Why "Adversarial" Distributive Bargaining Is Alive and Well.

TUESDAY, NOVEMBER 21

Jeff Rose, Harrowton Program on Conflict Management & Negotiation. Room 205, 121 St. George St. *Industrial Relations*

MEETINGS & CONFERENCES

University Affairs Board.

TUESDAY, NOVEMBER 7

Council Chamber, Simcoe Hall. 4:10 p.m.

Academic Board.

THURSDAY, NOVEMBER 9

Council Chamber, Simcoe Hall. 4:15 p.m.

Politics and High Culture in the Reigns of Edward IV and Mary Tudor.

SATURDAY, NOVEMBER 18

Sessions in Victoria College. Session One: Civic Pageant and the Royal Entries of Edward IV and Mary. The Delivery System of High Culture, C.E.

Contemporary Music Ensemble.

WEDNESDAY, NOVEMBER 15

John Kulesha, director. Walter Hall. 8 p.m.

McGee, University of Waterloo. Commemoration: John Parsons, University of Toronto. 9 a.m.

Session Two: Bala's *King John* and the Coronation of Edward IV. Dale Hook, College of William & Mary. Commentary:

Paul White, Purdue University. 11 a.m.

Session Three: Royal Marriage and Portraiture: Antonis Mor's Wedding Portrait of Mary Tudor, Joanna Woodall, Courtauld Institute of Art, London. Commemoration: Kenneth Bartlett, University of Toronto. 1:45 p.m.

Session Four: Music of the Chapel Royal and the Politics of Religion in the Reigns of Edward IV and Mary. Daniel Page, Brandeis University. 2:45 p.m.

Session Five: The Politics of Religion in the Reigns of Edward IV and Mary. Christopher Robert Titler, Concordia University. 3:30 p.m.

Preregistration fee \$30 (by Nov. 10) or register at conference. Information: 585-4484; fax: 585-4584; e-mail, crs@pas.utoronto.ca

"Radio on Radio" Celebrating 100 Years: From Marconi to the Internet.

TUESDAY, NOVEMBER 21

A symposium on the occasion of the centenary of the invention of radio.

Session One: Homage to Marconi; chair: Francesca Valente. 1:15 to 2 p.m.

Session Two: Videconference; chair: Arnaldo Bartoli, Radiotelevisione Italiana, Canada. 2:15 to 3 p.m.

Session Three: Panel on Radio; chair: Derrick Decker-Hough. 3 to 3:45 p.m.

Session Four: Panel on Radio and Other Media; chair: Adrienne Clarkson. 4 to 4:45 p.m.

Session Five: New Media — Radio and Internet; chair: Damiano Pietropoli. 4:45 to 5:30 p.m. 205 Claude T. Bissell Building, Faculty of Information Studies, 140 St. George St. *McLennan Program in Culture & Technology, ICUT 99.5 FM and Istituto Italiano di Cultura*

MUSIC

FACULTY OF MUSIC EDWARD JOHNSON BUILDING JAZZ ENSEMBLES.

WEDNESDAY, NOVEMBER 8

Roy Patterson and Chase Sanborn, directors. Walter Hall. 8 p.m.

Thursday Noon Series.

THURSDAY, NOVEMBER 9

Student Jazz Ensemble; Paul Read, director. Walter Hall. 12:10 p.m.

Thursday Noon Series.

THURSDAY, NOVEMBER 16

Music & Poetry presentation: Michael Colvin, tenor; Gabrie Radford, horn; Vilma Indra Vitolis, mezzo-soprano; John Hawkins, piano. Walter Hall. 12:10 p.m.

Chamber Orchestra.

FRIDAY, NOVEMBER 10

David Zafer, conductor. Walter Hall. 8 p.m. Tickets \$5.

Concert Band.

SATURDAY, NOVEMBER 11

Cameron Walter, conductor. MacMillan Theatre. 8 p.m. Tickets \$5.

Faculty Artist Series.

MONDAY, NOVEMBER 13

Jo-Anne Bentley, mezzo-soprano; and William Aide, piano. Walter Hall. 8 p.m. Tickets \$15, students and seniors \$10.

Contemporary Music Ensemble.

WEDNESDAY, NOVEMBER 15

John Kulesha, director. Walter Hall. 8 p.m.

EVENTS

U of T Symphony Orchestra & Chorus.

FRIDAY, NOVEMBER 17

Guests: MacMillan Singers and University Women's Chorus; Doreen Rao, conductor. MacMillan Theatre 8 p.m. Tickets \$10, students and seniors \$5.

TRINITY COLLEGE Choral Evensong.

WEDNESDAYS, NOVEMBER 8

AND NOVEMBER 15

Trinity College Chapel Choir, Robert Hunter Bell, director. Trinity College Chapel. 5:30 p.m.

The Chaneuls As In Times Past

SATURDAY, NOVEMBER 18

A solo choral music Galley Chorus of the Church of St. Mary Magdalene, Robert Hunter Bell, director. Choral music from the reigns of Henry VIII, Edward VI, Mary Tudor and Elizabeth I of England; in conjunction with conference on Politics & High Culture in the Reigns of Edward VI and Mary Tudor. Trinity College Chapel. 8 p.m. Tickets \$10, students and seniors \$5. Information: 769-7991.

HART HOUSE From the Hart Series.

THURSDAY, NOVEMBER 9

The Comedians, distinctive folk music. Arbor Room. 8:30 p.m.

THURSDAY, NOVEMBER 16

The Lionel Williams Trio, gospel blues and jazz. Arbor Room. 8:30 p.m.

Noon Hour Concert.

THURSDAY, NOVEMBER 9

David Braids Trio, Music Room.

Jazz at Oscar's.

FRIDAY, NOVEMBER 10

The 11 O'Clock Jazz Orchestra. Arbor Room. 8:30 p.m.

FRIDAY, NOVEMBER 17

The 10 O'Clock Jazz Orchestra. Arbor Room. 8:30 p.m.

Hart House Chorus.

SUNDAY, NOVEMBER 19

Fall concert. Great Hall, 2 p.m.



PLAYS & READINGS

Comedypub:101

WEDNESDAY, NOVEMBER 15

Featuring Hart House comedy troupe Out to Lunch and any member of the University community who wants to participate. Arbor Room. 8:30 p.m. Information: 978-8676.



EXHIBITIONS

SCARBOROUGH COLLEGE Power, Country and Citizenship

To NOVEMBER 17

Ying Chi Tang, photo-based printing and painting. The Gallery hours: Monday to Friday, 11 a.m. to 4 p.m.

ROBARTS LIBRARY

The University of Toronto and the Second World War.

NOVEMBER 7 TO NOVEMBER 30

Pictures, uniforms, research, videos; sponsored by Soldiers' Tower Committee. Main

Display Area. Hours: Monday to Friday, 8:30 a.m. to 12 midnight; Saturday, 9 a.m. to 10 p.m.; Sunday, 1 to 10 p.m.

VICTORIA UNIVERSITY The Coleridge Collection.

To NOVEMBER 30

Exhibition in conjunction with the publication of *Shorter Works and Fragments*, volume 11 in *The Collected Works of Samuel Taylor Coleridge*. E.J. Pratt Library. Hours: Monday to Thursday, 9 a.m. to 12 midnight; Friday, 9 a.m., to 6 p.m.; Saturday and Sunday, 1 to 5 p.m.

THOMAS FISHER RARE BOOK LIBRARY

David Jones, Artist and Writer: A Centennial Exhibition.

To January 2

A celebration of the 100th anniversary of the birth of David Jones, British artist and writer. Thomas Fisher Rare Book Library. Hours: Monday to Friday, 9 a.m. to 5 p.m.

JUSTINA M. BARNICKE GALLERY HARTHOUSE

NOVEMBER 16 TO DECEMBER 14

Gates of Seeing.

Robert Marszalets, paintings. East Gallery.

Drawing on Memory.

Michael Gerry, recent etchings. West Gallery. Gallery hours: Monday to Friday, 11 a.m. to 7 p.m.; Saturday and Sunday, 1 to 4 p.m.



MISCELLANY

Act of Remembrance.

FRIDAY, NOVEMBER 10

Annual Service of Remembrance; carillon, Hart House Chorus, Last Post and Reveille; Soldiers' Tower. 10:30 a.m.

The First Global Revolution.

TUESDAY, NOVEMBER 14

Chair Ian Burton, Executive Director; Prof. Allen Tough, OISE; Prof. Ted Homer-Dixon, Department of Political Science; Louise Comeau, Sierra Club; world leadership program debate/lecture series. 003 Northrop Frye Hall, Victoria University. 7 p.m. Hart House University

Central, Georgian Bay area close to Blue Mountain, Talisker skiing, Large living-room with stone fireplace, cedar-lined cathedral ceiling, kitchen, three bedrooms, 1 1/2 baths, walk-in basement with fireplace, garage. Excellent at \$155,000. (519) 225-2818.

Visitors to Toronto: why not stay in a charming 2-storey furnished apartment. Central, 2 bedrooms, 1 1/2 bathrooms. Parking. Minimum occupancy 3 nights. Longer stays available on request. (416) 753-8899.

Newly upgraded 2-floor detached in Mississauga: Dundas/W. Churchill area. 3 bedrooms, two 4-pc. one 2-ac. bath room. Fireplace, dining and office room. One parking. No pets, non-smokers. \$1,000 + utilities. Tel.: (905) 607-0266.

Sabbatical rental: 3-bedroom house, furnished, Beach area. Mid-January, February and March 1996. \$1,075 per month including utilities. Non-smokers. Jack or Dale, (416) 694-4614; jquar@oise.on.ca

Performance Art at Hart House.

TUESDAY, NOVEMBER 21

Featuring artists Yolanda Vivas, Norma Araiza, Graciela Severino, originally from Latin America. Music Room. 7:30 p.m.



Please note that information for Events listing must be received in writing at The Bulletin offices, 21 King's College Circle, 2nd floor, by the following times:

Issue of November 20, for events taking place Nov. 20 to Dec. 11: **MONDAY, NOVEMBER 6**

Issue of December 11, for events taking place Dec. 11 to Jan. 8: **MONDAY, NOVEMBER 27**

CLASSIFIED

A classified ad costs \$15 for up to 35 words and \$.50 for each additional word (maximum 70).

Your phone number counts as one word, but the components of your address will each be counted as a word. No charge for postal code. A cheque or money order payable to University of Toronto must accompany your ad. Ads must be submitted in writing, 10 days before *The Bulletin* publication date, to Nancy Bush, Department of Public Affairs, 21 King's College Circle, 2nd Fl., Toronto, Ontario M5S 1A1.

Ads will not be accepted over the phone. To receive a tearsheet and/or receipt please include a stamped self-addressed envelope. For more information please call: 978-2106.

ACCOMMODATION RENTALS AVAILABLE - METRO & AREA -

Sabbatical rental January-July 1996.

Professor's furnished house (lower half of a duplex), quiet street 5-minute walk from High Park subway station. 3 bedrooms, sun porch, study, laundry, garage. No pets, non-smokers. Heat included. \$1,200/month + utilities. E-mail: mwmh@teluslink.chem.utoronto.ca; tel: (416) 978-4959 or 796-2916; fax: 798-0541.

Sabbatical rental, January-July 1996.

Professor's furnished house, quiet tree-lined street, High Park area, near transit (30 min. to U of T), shopping, 2 bedrooms & study/lounge, laundry, garage. Garage negotiable. No pets, non-smokers. (416) 769-9291.

Furnished apartment: bedroom, study,

dining-room, balcony, parking, air. Quiet/Fair residential neighbourhood. Park, York Mills/Toronto subway, bus door. Available now for one or two years (time negotiable). \$700-\$750. Dr. Knox, 223-7890.

Sabbatical rental — Toronto:

January-July 1996. Large, fully furnished one-bedroom apartment (includes office and dining areas) in high-rise security building. Exceptional view, central location in desirable area close to subway. Rent: \$901. Call (416) 367-3919 or e-mail: kellogg@orku.ca

Central, luxury, fully furnished, large

condominium apartment in high-rise. Spacious, 2 bedrooms, 2 baths en suite. 6 appliances. Balcony. Opposite park. Swimming pool. Security. Parking. Prime location. 15 minutes TTC University line to U of T. Faculty or professional couple. References. \$1,395 inclusive. 787-4857.

Visitors to Toronto:

why not stay in a charming 2-storey furnished apartment. Central, 2 bedrooms, 1 1/2 bathrooms. Parking. Minimum occupancy 3 nights. Longer stays available on request. (416) 753-8899.

Newly upgraded 2-floor detached in

Mississauga: Dundas/W. Churchill area. 3 bedrooms, two 4-pc. one 2-ac. bath room. Fireplace, dining and office room. One parking. No pets, non-smokers. \$1,000 + utilities. Tel.: (905) 607-0266.

Sabbatical rental:

3-bedroom house, furnished, Beach area. Mid-January, February and March 1996. \$1,075 per month including utilities. Non-smokers. Jack or Dale, (416) 694-4614; jquar@oise.on.ca

Sabatical, large, furnished, one-bedroom

apartment, January to April 1996 (possible 6 months). Quiet, Harbourfront, good TTC service. \$770 per month, hydro extra. Call Pat (905) 979-6660, ext. 216, (H) 260-8787.

Sabatical rental:

Charming 3-bedroom house, furnished, wood trim, wood-burning fireplace, dishwasher, washer/dryer, parking, patio, garden & deck. Minutes to subway and all amenities. Available January up to one year. \$1,300/month plus utilities. Phone: (416) 778-1581 evenings and weekends. (416) 955-0026.

2-bedroom apartment, 5-minute walk to U of T.

Victorian house, ground floor, fireplace, family neighbourhood, cool laundry. Non-smokers and no pets please. High ceilings, stained-glass windows. (416) 955-0026.

ACCOMMODATION RENTALS REQUIRED

House-sitting available December 9 —

January 7 while daughter at National Ballet. 2 adults, 2 children. Non-smokers. (403) 435-3434, (403) 991-2439, (403) 438-2646.

ACCOMMODATION OVERSEAS

Sabbatical in Avignon. Restored ancient

farmhouse on a hill overlooking Provence valley, marvelous views; secluded hamlet, not isolated; 800 metres to village house/street; 4 bedrooms, two baths (one en suite); double living-room; central heat, fully equipped, heated swimming pool (separate from house, can be closed down if not needed); September 1 — June 30, \$1,475 per month (includes pool maintenance). 978-8637, 928-0122.

VACATION / LEISURE

Christmas in Dublin. Fully furnished modern Sandymount apartment for two. Public transit, electric heat, cable TV. Available mid-December to mid-January by week or month. (416) 922-8050. Dufty.

HOUSES & PROPERTIES FOR SALE

Chalet, Georgian Bay area close to Blue

Mountain, Talisker skiing. Large living-room with stone fireplace, cedar-lined cathedral ceiling, kitchen, three bedrooms, 1 1/2 baths, walk-in basement with fireplace, garage. Excellent at \$155,000. (519) 225-2818.

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DATA-ENTRY specializing in Reference Manager and other bibliographic management software. Will build and edit your database by keyboard, scanner, online and CD-ROM services. Expertise in medical terminology. Reasonable rates. Please call Research Database Services (905) 898-3607.

MISCELLANY

PERSONAL COUNSELLING

in a caring, confidential environment. U of T staff health care benefits provide excellent coverage. Dr. Ellen Greenberg, Registered Psychologist. The Medical Arts Building, 170 St. George Street, 961-3633.

Psychoanalytic psychotherapy for

relationship problems, anxiety, depression, etc. Individuals or couples. Extended benefits cover U of T staff. For a consultation call Dr. Gale Billard, Registered Psychologist, 114 Maitland Street (Wellesley & Jarvis), 972-6789.

Violet Head, Registered Psychologist.

Individual, family and group psychotherapy. Work with other cultures, women's issues, addictions, depression, etc. U of T staff health care benefits cover cost. 200 St. Clair Avenue W., Suite 404, Toronto M4V 1R1. 922-7260.

Individual psychotherapy for adults.

Evening hours available. Extended benefits coverage for U of T staff. Dr. Paula Gardner, Registered Psychologist, 114 Maitland Street (Wellesley & Jarvis), 460-6317.

Individual cognitive behavioural psychotherapy. Practice focussing on eating disorders, depression, anxiety and women's issues. U of T staff extended health care benefits provide full coverage. Dr. Janet Clewes, Registered Psychologist, 183 Clark Avenue West (St. Clair and Avenue Road). 929-3084.

Dr. Jeffrey Price, Registered Psychologist, offers individual and couple therapy, vocational and psycho-educational assessments and career counselling. Day or evening appointments. Extended health care benefits for U of T staff provide full coverage for most psychological services. 779 Spadina Road. 927-9335.

Phyllis' Place of Esthetics. Your beauty solution at 185 St. George St. Bloor. Offering very good rates. In the business for twenty-five years: Facials; \$35; Pedicures; \$25. Waxing and many more treatments available. Please call 926-9449.

Dr. Daniel Fitzgerald, Registered Psychologist, 62 Charles Street East, Toronto (near St. George campus), (416) 944-0144.

Psychologist providing individual, group and couple therapy. Personal and relationship issues. U of T extended health plan covers psychological services. For a consultation call Dr. Heather A. White, 535-9422, 140 Albany Avenue (Bathurst/Bloor).

Individual & couple therapy. Brief or long-term therapy available. Special interest in women's issues. Extended health care benefits cover cost for U of T staff. Dr. Linda Winter, Registered Psychologist, 2014A Queen St. East, 691-1071.

Editorial services. Polish your gem. Substantive editing, copy editing, rewriting, plain language editing and proofreading. Efficient, friendly service (not Miss Thistlebottom). (416) 534-2133.

GET ORGANIZED! Paperwork building up? Filing cabinets in a mess? Need help organizing your office? Professional help is available! Reasonable rates. No job is too big or too small. Call Alison Findlay at 767-3617.

Protein Biochemist looking for job. Experience in protein purification, column chromatography, isoelectric focusing, electrophoresis and related techniques, amino acid analyzer, massspec, AASpec, blood separator, cell culture, etc. Please contact 813-5918 (Joan).

Psychotherapy as performance. Think about the conditions for your condition in a non-positive, non/empathetic, non/supportive, non/affirmative, non/self collaborative activity. A psychotherapy that critiques the grounds of its own thinking. Specifically for therapists, individuals, pairs. For information call (416) 532-1922.

COMPUTING JOB OFFER. Individual with experience with Novell Networks, UNIX environment and preferably Ingres programming knowledge required on a full-time basis. Fax resume to (416) 486-3048.

Part-time office work. Very flexible. Admin/browsing needs help! (Organizing files, paper work, etc.) Office/basic computer skills helpful. Home/Summerhill, Pleasant non-smoking environment. Between \$8-10/hour depending on experience. Please call: Terri, (416) 979-8922.

Steps to campus, Robarts Library. Private parking space. Available immediately. \$60/month. Please call 971-6094.

PHD ORALS

Graduate faculty please call the PhD examinations office at 978-5258 for information regarding time and location for these listings.

MONDAY, NOVEMBER 6

Guangjun Liu, Department of Mechanical Engineering, "Robust Control of Robot Manipulators: Theory and Experiments." Prof. A. A. Goldenberg.

Julia Nai-Rong Pan, Department of Education, "The Role of Canadian Universities in International Development." Prof. R. Hayhoe.

TUESDAY, NOVEMBER 7

Judith Marcy Magrill, Department of Education, "A Qualitative Inquiry Exploring Deaf Adults' Perceptions of Their Educational Experiences." Prof. S. Mieczis.

FRIDAY, NOVEMBER 10

Benoit Boulet, Department of Electrical & Computer Engineering, "Modeling and Robust Control of Large Flexible Space Structures." Prof. B. A. Francis.

James Lloyd Christie, Department of Classical Studies, "The Work Ethic in the Early Roman Empire: Pagan and Christian Views." Prof. C.P. Jones.

Victoria Frances deZwaan, Department of English, "Postmodern Pirates: Metaphoric Experiments in the Novels of Donald Barthelme, Thomas Pynchon and Kathy Acker." Prof. R.M. Brown.

Robert Bown Macmillan, Department of Education, "The Relationship between School Culture and Principals' Practices at the Time of Succession." Prof. K.A. Leithwood.

Seema Nundy, Department of Education, "The Effects of Emotions on Human Inference: Towards a Computational Model." Prof. K. Oatley.

Handel Kashope Wright, Department of Education, "The Future of Literature in Africa Is Not What It Was: A Prescence of African Cultural Studies." Prof. R.I. Simon.

MONDAY, NOVEMBER 13
Gary Bull, Faculty of Forestry, "Forest and Wildland Planning: Concept, Theories and Systems." Profs. J.R. Carrow and P.N. Duinker.

Linda M. Gowman, Department of Mechanical Engineering, "An Experimental Study of Concentration Polarization and Diffusivity of Hyaluronan in Dead-End Ultrafiltration." Prof. C.R. Ethinger.

TUESDAY, NOVEMBER 14

Ronald Frank Biernert, Department of Philosophy, "Wittgenstein's Concept of a Language Game." Prof. J.V. Canfield.

Onno Bokhove, Department of Physics, "On Balanced Models in Geophysical Fluid Dynamics: Slowest Invariant Manifolds,"

Slaving Principles and Hamiltonian Structure." Prof. T.G. Shepherd.

Alireza Mahmoodi, Department of Computer Science, "Combinatorial and Algorithmic Aspects of Directed Designs." Prof. R.A. Mathon.

THURSDAY, NOVEMBER 16

Boyd T. Tolton, Department of Physics, "A Length Modulated Radiometer for Remote Sounding of CO." Prof. J.R. Drummond.

FRIDAY, NOVEMBER 17

Dajiang Guo, Department of Economics, "Essays on Implied Stochastic Volatility from Currency Options." Prof. A. Melino.

Shau'din Melgar-Foraster, Department of Spanish & Portuguese, "El discurso narrativo de los escritores contemporáneos de Barcelona:

Estudio de *L'hora violeta* de Montserrat Roig y *Pura no volver de Esther Tusquets*." Prof. M.J. Valdes.

Kenneth James Moffatt, Faculty of Social Work, "Multiple Ways of Knowing: Social Knowledge and Ethics in the Technological Era." Prof. A. Irving.

Randall Mitchell Pyke, Department of Mathematics, "Time Periodic Solutions of Nonlinear Wave Equations." Prof. I.M. Sigal.

Andrew Garrett Traver, Centre for Medieval Studies, "The Identification of the *vita Apostolica* with a Life of Fineprint Preaching and Mendicancy: Its Origins, Adherents and Critics c. 1050-1266." Prof. J. Goering.

Wendy Ann Untereiner, Department of Botany, "Systematics of the Herpetochilaceae and Allied Black Yeasts." Prof. D.W. Malloch.

Chen Wei Xu, Faculty of Management, "Locating Flow-Intercepting Facilities as a Network with Probabilistic Customer Flows." Prof. O. Berman and D. Krass.

MONDAY, NOVEMBER 20
France Bouthillier, Faculty of Information Studies, "The Meaning of Service: The Ethnographic Study of a Public Library in Quebec." Prof. A.M. Fasick.

Sylvie Landry, Department of Astronomy, "Modelling Large Scale Structure with a Cheese Slice Universe." Professor C.C. Dyer.

Kiran Kumar Momaya, Department of Civil Engineering, "International Competitiveness of the Canadian Construction Industry: A Comparison with Japan and the United States." Prof. K.A. Selby.

RESEARCH NOTICES

For further information and application forms for the following agencies, please contact University of Toronto Research Services (UTRS) at 978-2163.

HUMANITIES & SOCIAL SCIENCES ASSOCIATION FOR CANADIAN STUDIES

The *international/inter-regional exchange program* is designed to promote Canadian studies by encouraging and facilitating exchanges of Canadian residents within Canada in the field of Canadian studies at the post-secondary level. Participation in conferences or colloquia is not within the scope of this program. Deadline is December 15.

NATIONAL ACADEMY OF EDUCATION

The *Spencer post-doctoral fellowship program* awards 30 fellowships each year for research studies relevant to education. Funds are primarily for salary support to aid the grantee in carrying out a research project in the field of education, humanities, social sciences or behavioral sciences. Selection is restricted to persons who have not had their PhD or Ed.D or equivalent for more than six years. Deadline is December 21.

CANADIAN DIABETES ASSOCIATION

CDA has announced that for the 1995 fall competition only applicants for operating grants will be accepted up to the end date of December 1. Funding is available under the following personnel support programs: scholarships, fellowships, graduate studentships; young scientist awards (candidates should contact CDA directly) and CDA/Bayer fellowship in clinical diabetesology. Deadline is December 1.

INTERNATIONAL INTERNATIONAL COUNCIL FOR CANADIAN STUDIES

The *program for international research linkages (PIRL)* is intended to facilitate international collaborative research by providing assistance to teams of researchers from Canada and one or more other countries in order to organize seminars or other forms of research linkages.

Opinion 1 — ICCS, with the financial assistance of Foreign Affairs, is offering grants to assist in the establishment of international research networks in the area of Canadian studies between Canada and other countries; option 2 — ICCS, with the financial support of Hydro-Québec, is offering grants to assist in the establishment of international research networks between Canada and England.

In Germany, USA and Benelux countries in environmental studies, energy efficiency, engineering of the north, technical studies of the north, Nordic studies. For further information contact Tom Fleming at 978-1870. Deadline is December 31.

NORTH ATLANTIC TREATY ORGANIZATION

NATO offers a variety of research fellowships in the fields of social science, Alliance security and political issues, program for environmental and scientific questions as well as individual fellowships, institutional fellowships and the Manfred Wörner fellowship. Individual and institutional fellowships should address one of the following: internal and external problems of Atlantic security, public perceptions of the Atlantic Alliance and of European security, the European contribution to NATO, NATO strategy and emerging technologies. Further information and forms are available at 978-1870.

Deadline is December 31.

INTERNATIONAL UNION AGAINST CANCER

International oncology nursing fellowships offer three month supports for registered English-speaking nurses who come from developing and east European countries and who are actively engaged in the care of cancer patients to observe the management of cancer patients at cancer centres in Australia, North America or the UK. Deadline is November 15.

ONTARIO MINISTRY OF HEALTH

The next competition deadlines for the health care systems research program and for the career scientist program have not yet been confirmed. Any announcement regarding a fall 1995 competition will be made in late October.

Deadline is December 28.

MEDICINE & LIFE SCIENCES AMMOTROPHIC LATERAL SCLEROSIS ASSOCIATION

The association will support both multi-year grants and one-year grants for research encompassing both basic and clinical investigations (but not clinical trials of therapy) of sporadic and familial ALS. Application is by one-page abstract, following a specific format. ALMS permits an indirect cost component of 10 percent of total direct costs; U of T investigators are reminded that the full percentage allowed must be included in their budget allocation.

Deadline is December 1.

BURROUGHS WELLCOME FUND

The fund is offering two toxicology scholar awards in 1996 to support career development in toxicology. The primary goal of this program is to offer individuals the opportunity to develop a career in toxicology that focuses on under-

standing the interactions of chemicals with biological systems. Applicants will

be considered from schools of medicine, pharmacy and from the areas of public health and the life sciences. Eligible candidates must be US or Canadian citizens or permanent residents and hold a doctorate degree and a rank equivalent to associate professor.

Application is by nomination from the institution on behalf of the designated candidate. An institution may nominate only one candidate. Candidates are advised to contact the Faculty of Medicine's research office and UTRS for information on a possible internal deadline and review process. Deadline is December 1.

CANADIAN DIABETES ASSOCIATION

CDA has announced that for the 1995 fall competition only applicants for operating grants will be accepted up to the end date of December 1. Funding is available under the following personnel support programs: scholarships, fellowships,

graduate studentships; young scientist awards (candidates should contact CDA directly) and CDA/Bayer fellowship in clinical diabetesology. Deadline is December 1.

CANADIAN DIGESTIVE DISEASE FOUNDATION

The foundation, a new charitable organization, has announced support for a single research grant of \$20,000 in its first year of operation. Because this grant will be for one year, preference will be given to pilot studies only. The research theme is "innovative ideas in the field of gastroenterology and nutrition." Deadline is November 15.

CANADIAN PSYCHIATRIC RESEARCH FOUNDATION

The foundation provides funding for research focused on mood disorders and schizophrenia including biological, social, psychological, educational and therapeutic areas. Priority will be given to young investigators. The foundation also supports post-doctoral research under the research development fellowship. This program is intended to assist individuals to meet the scientific standards applicable to planning, executing and evaluating a valid psychiatric research program. Applicants should be Canadian citizens or have landed immigrant status. Deadline is December 1.

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IMPERIAL OIL LIMITED

Research is supported at Canadian universities in areas of interest to Imperial Oil's petroleum, petrochemical and energy resource development businesses. These areas include the fields of engineering, environmental, earth, chemical, physical and computing sciences. Grants are made to full-time faculty members for specific research projects carried out by university students under their direction. Preference will be given to self-contained research projects, although projects devolving into a definitive segment of broader research will be considered, provided student participation is highlighted. Deadline is December 1.

LAIDLAW FOUNDATION

The Great Lakes conservation program offers support for programs in the following areas: public involvement in policy and management issues; applied research of a nature that is innovative and has public policy relevance; effective cooperative ventures to protect ecologically important near-shore and coastal zone areas of critical wetland environments; education/information projects; sound land management measures to reduce non-point sources of pollution; projects of national significance that fall outside the Great Lakes region but where seed funding would act as a catalyst; community-based sustainable society projects. Deadline is January 1.

NATIONAL RESEARCH COUNCIL

NRC offers research associateships tenable only in laboratories. These associateships are intended to give promising scientists and engineers an opportunity to work on challenging research problems in fields of interest to NRC as a stage in the development of their research careers. The initial appointment will normally be for a two-year term and may be renewed. As a minimum, applicants must have acquired

RESEARCH NOTICES

within the last five years either a doctorate degree in a physical or life science or a master's degree in engineering or be in a program leading to the acquisition of one of these degrees. Applications may be submitted any time and will be held on file for approximately one year.

UPCOMING DEADLINES

NOVEMBER 9
United States Information Agency — faculty and staff exchange program
NOVEMBER 13
Japan Foundation — grants for Japanese studies in Canada
NOVEMBER 15
Arthritis Society — clinical fellows, research fellows, Osgoode, Lupus fellows
Canadian Digestive Disease Foundation — research grants
Canadian Thoracic Society/Canadian Lung Association — fellowships
Health Canada — NHRDP/Stats Canada (RFP)
Heart & Stroke Foundation — research traineeships, fellowships, stroke investigator awards

Department of Indian & Northern Affairs — northern scientific training program for graduate and senior undergraduate students

International Anesthesia Research Society — 1996 Bene Covino research award

International Union Against Cancer — international oncology nursing fellowships

MRC — centennial fellowships, fellowships

Muscular Dystrophy Association of Canada — post-doctoral, clinical fellowships

MRC — university/industry program — fellowships

Royal Society of Canada — nominations for medals and awards

NOVEMBER 17

Lithoprobe — collaborative research grants

NOVEMBER 24

Ontario Mental Health Foundation — fellowships

NOVEMBER 29

Physicians Services Inc. Foundation — research grants

NOVEMBER 30

American Health Assistance Foundation — research grants

Calgary Institute for the Humanities — senior research fellowships

Canada Council — John G. Diefenbaker award

Canadian Orthopaedic Foundation — research grants

Canadian Society for the Weizmann Institute of Science — Chapak/Vered visiting fellowships

Lady Davis Fellowship Trust — graduate, post-doctoral fellowships, visiting professorships

Glen Gould Foundation — Glenn Gould Prize

Hannan Institute — development grants, conference proposals, visiting professorships

NATO — collaborative research grants

DECEMBER 1

Amyotrophic Lateral Sclerosis Association (US) — letter of intent

Burroughs Wellcome Fund — toxicology scholar award

Canadian Diabetes Association — scholarships, fellowships, research grants

Canadian Fitness & Lifestyle Research Institute — letters of intent

Canadian Psychiatric Research Foundation — research grants, fellowships

James McKeen Cattell Fund — sabbatical awards

Epilepsy Canada — Parke-Davis Canada research fellowships

Imperial Oil Limited — research grants

Link Foundation — energy fellowships

MRC — university/industry program industrial studentships (new and renewal), Ciba-Geigy/MRC studentships, Merck-Frosst/University of Guelph/MRC fellowships

NRC/NSERC — advanced system research aircraft (ASRA) facilities access program

NSERC/Agriculture & Agri-Food Canada — research partnership

Research Institute of Innovative Technology for the Earth — research grants

Whitaker Foundation — letters of intent for research grants

Whitbread Foundation — research grants

DECEMBER 15

American Paralysis Association — research grants, conference, lecture grants, clinical trials

Arthritis Society — research scholar, scientist, research grants, multi-centre group grants

Canadian Space Agency/NSERC — research partnership program

Damon Runyon-Walter Winchell Cancer Research Fund — fellowships

Muscular Dystrophy Association (US) — post for application

DECEMBER 18

Howard Hughes Medical Institute — post-doctoral research fellowship for physicians

DECEMBER 22

Baycrest Centre for Geriatric Care — post-doctoral fellowships

COMMITTEES

The Bulletin regularly publishes the terms of reference and membership of committees. The deadline for submissions is Monday, two weeks prior to publication.

SEARCH

A search committee has been established to recommend a chair of the Department of French effective January. Members are: Professor Donald N. Dewees, acting dean, Faculty of Arts & Science (chair); Professors Charles Elkins, Nicole Maury and Yves Robege, Department of French; Linda Hutchison, Department of English and Centre for Comparative Literature; Heather Jackson, associate dean, Division I, School of Graduate Studies; Peter Nesselroth, Department of French and Centre for Comparative Literature; and Sam Solecki, associate dean, humanities, Faculty of Arts & Science; and Danielle Issa-Sayegh, senior tutor, Department of French; and Tara Collington, graduate student, Department of French.

The committee would appreciate receiving nominations and comments from interested members of the University community. These should be submitted to Professor Donald N.

Dewees, room 2020, Sidney Smith Hall.

CHAM: DEPARTMENT OF LINGUISTICS
A search committee has been established to recommend a chair of the Department of Linguistics effective July 1. Members are: Professor Donald N. Dewees, acting dean, Faculty of Arts & Science (chair); Professors Edna Bursinsky, Elizabeth Cowper, Alan Dreher and Henry Rogers, Department of Linguistics; Heather Jackson, associate dean, Division I, School of Graduate Studies; Christine Kramer, Department of Slavic Languages & Literatures; Ron Smyth, linguistics, Scarborough College; and Sam Solecki, associate dean, humanities, Faculty of Arts & Science; and Elaine Gold, graduate student, Department of Linguistics.

The committee would appreciate receiving nominations and comments from interested members of the University community. These should be submitted to Professor Donald N. Dewees, room 2020, Sidney Smith Hall.

Awards Excellence

U-T-A-A

REMINDER

DEADLINE FOR 1996

NOMINATIONS IS:

NOON THURSDAY, DECEMBER 8, 1995



For information or nomination forms,
please call 978-6536 or 978-4258.

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BEYOND IMAGINATION: Canadians Write About the Holocaust

Edited by Jerry Grafstein
with an afterword by Alan Bullock

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UNIVERSITY OF TORONTO BOOKSTORE

A remarkable book of passion, pain, and humour. Canada's most eminent writers of Jewish descent bear witness to the most catastrophic and profoundly troubling event of our century in essays, memoirs, short stories, and poems.



The University of Toronto gratefully acknowledges the support of Jerry Grafstein, the contributors to Beyond Imagination, and the publisher, McClelland and Stewart. All proceeds from this volume will support the area of Jewish Studies in the Faculty of Arts and Science.

The John C. Polanyi Nobel Laureate Lectures

SCIENCE

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the
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Rudolph Marcus (Chemistry, 1992)

Evolution of Basic Research and Application:

A Personal View

George Olah (Chemistry, 1994)

Oil, Gas and Hydrocarbons in the 21st Century:

Changes and Solutions

Arthur Schwablow (Physics, 1981)

Learning About Light

John C. Polanyi (Chemistry, 1986)

The Future of Science: A Canadian Perspective

Thursday, November 16, 1995 at 2:00 pm

Convocation Hall - University of Toronto

31 King's College Circle

Free Public Lectures

Reserved Seating - Tickets required

For tickets and further information call 978-6031

FORUM

MEASURING QUALITY

Taxpayers are concerned about administrative efficiency in the public sector and so is U of T

BY CHRIS HANDLEY

"With the passage of time, the public is beginning to catch on to our shortcomings. They may not have it quite right — they are often wrong about the facts — but they are right about our priorities, and they do not like what they see."

"All across the country they hear about enterprises of every kind facing competitive challenges and having to pay much closer attention to the quality of everything they do. That is the resolution that is sweeping this country: the public naturally expects us to participate. And a lot of us are not."

(Derek Bok, past president, Harvard University)

WHAT Began SWEEPING THE United States several years ago is now sweeping Ontario. The government's Common Sense Revolution, reflecting the public's taxation fatigue and its disillusion with the public sector, will not go away in the short term. The reality is that we will have to live with fewer dollars and with more competition, with more scrutiny and greater expectations of concrete deliverables.

At the moment universities are poorly prepared. In our administration we have yet to identify our performance assessment criteria — the measures by which we judge ourselves — and we have to recognize that it is important what those who pay our bills think. Moreover we have to accept that other sectors, such as health care, are competing for public funds with some very persuasive arguments.

In conversations about performance measurement I am often told that my preoccupation with measurable is simplistic. "True value is usually found in areas that can't be measured," I hear. But quality can be measured, I insist. In fact the person who produces intangibles is at risk in a performance-based economy. This is life in the late 1990s.

I am also told that people can't be held accountable for how they are doing since there are too many external forces holding them back. I sympathize, and in my current position I've often thought that my job is made impossible by all those people who like things the way they are and who don't want to change. However, in my honest moments I realize this is the cost of doing business and that I should work harder to help those individuals who believe we can make things better.

Let two examples demonstrate that adversity is merely a challenge and not a fatal disease: the Department of Alumni & Development, with everyone's help, raises more money every year despite a tough economy and a diminishing willingness by corporations, foundations and individuals to spontaneously give us money. And researchers, in the face of declining average size of grants, apply for more grants per investigator to keep their competitive advantage.

In practice, demonstrating success begins with public goals that are valued by those who fund our activities: students, the public and, their proxy, the government. Once goals are established the challenge is to find ways to measure progress.

First we need to establish a measure that we can use across the institution and in the outside world. For instance, the percentage of alumni who are active donors is a figure we should know. The qualitative aspect of this measure might be the percentage of donors who support initiatives that are identified in the provost's white paper. In other words we know they are giving, but are they giving to the projects that leverage our institutional aims? If they aren't, what does this say about the quality of our communications and the persuasiveness of our case?

Secondly we need an internal measure that acts as an early indicator of trends. The number of applications for grant money, for example, indicates the number of successful grant applications. Such a surrogate measure shows if the goal is being achieved and gives us time to change our strategy.

Thirdly we need a measure of leadership performance. A good leader has a sense of where the institution should be and has the communication and coaching skills to help us transform



ourselves to get there. Leadership is not the same as management, which simply keeps an organization within certain defined parameters. In a period of rapid change we need leaders not managers.

Al Dunlap, CEO of Scott Paper, has made an astute observation about leaders: "The difference between a real leader and the supposed leader is that the real leader says 'OK, fine, I believe in what I am doing, we're going to get this right.' The man or woman who is not a leader says 'Geez, if I just go this far, the criticism will stop.' And of course it will, but you still have mediocrity. My view is, strive for respect. If you want someone to like you, get a dog."

How do you measure the effectiveness of the leaders? By measuring progress towards public goals. For example, we know that our staff need to be better trained. In this case the goal of the vice-president of human resources might be to increase the amount of money spent on staff training and development from one percent of the salaries and benefits budget to three percent. This would require all managers and supervisors to adhere to a budget strategy that ensures the funds are set aside, something that can be done only with clear, persuasive advocacy from the vice-president. This strategy is a quantitative measure of leadership that would lead to qualitative differences in our staff.

THE PERSON WHOSE WORK CANNOT BE MEASURED IS AT RISK IN A PERFORMANCE- BASED ECONOMY

People sometimes wonder if we are over-administered. To respond we should be able to refer to statistics of similar organizations in the public and private sector. Absolute numbers, while sometimes headline grabbers, are of little value by themselves. Annually we spend about \$150 million to buy goods and services but 83 percent of our purchase orders are under \$5,000. Is this good administration or over-administration? Are we thrifty shoppers or in need of a bulk-purchase plan? The answer lies in trends and year-over-year percentage changes. If we

show that the percentage of face-to-face performance reviews given this year has risen by five percent over the previous year, then this number, whatever it is, is a sign of an improved administration. This same percentage difference, evident over several consecutive years, demonstrates a change in trend that would indicate an enduring qualitative difference in how we manage the performance of our employees.

"It is not the strongest of the species that survives, nor the most intelligent, but rather the one most responsive to change."

(Charles Darwin)

The success of our Rethinking Administration exercise itself is measured in several ways. Quantitatively I look at the cost of the projects. For example, one of our first projects, the Buying & Paying Project referred to above, was expensive because we paid an accounting firm to teach us how to carry out the process. All of the first-year Rethinking costs divided by the first two projects gave us a Buying & Paying Project cost of \$315,000 in one-time-only dollars. In the second year the project costs dropped to \$70,000 per project, for five projects. In this year, the third year, the cost per project for eight projects is \$42,875.

Globaly the seven projects that have been completed have examined \$20 million of base-budget funded work. Of this work approximately 30 percent or \$6 million has been identified for elimination by a combination of removing duplication, streamlining processes and installing new systems that support the new business practices. Does this mean that we have instant savings of \$6 million? No, but it does mean that we have dollar value of freed-up administrative time. We can either remove this time by eliminating positions or reassign people to the activities that are important but for which we have not had the time. Re-engineering is a tool used to achieve an end, not an all-in-one solution.

The full cost of Rethinking is about \$11 million. That's a large amount of money and one that should be measured against the cost of similar exercises in other workplaces. I called three organizations — one construction-related and one energy-related in the private sector and one university in the US — and asked them how much they were spending on their new systems and re-engineering. The first two companies are installing one system each (U of T is installing four) and paying \$17 million and \$11.8 million, respectively, while the third company is installing two systems and paying \$40 million US. This shows that \$11 million is not in any sense too much to pay for improving administration, and many would say it is a remarkably modest amount.

It is important to keep in mind that we still have to examine a great number of administrative operations and expect to reduce efforts in these areas, which will help us to recoup our costs, probably in a minimum of three years. But this payback will not happen unless we explicitly measure progress to achieve the total savings. What gets measured gets done.

Qualitatively the success of Rethinking is measured by such questions as, Is reform of our habits catching on? For the answer I look to the number of projects that are coming from divisions and not mandated from the centre. In the first year both projects were mandated from the centre. Last year, of five, two were based on requests from the Department of Alumni & Development and two arose from requests at human resources. This year, of eight projects, six arose at the explicit request of academic divisions and two of the centre.

A second qualitative assessment lies in the number of individuals trained for re-engineering who are now back in their regular positions in faculties and departments. At the beginning of this year the number was more than 50 and it will more than double this year to over 100.

In the last few years we have discovered that we can improve how we operate and demonstrate our success in ways that are understood by the public. We must now deliver what people want — an efficient, accountable streamlined administration.

Chris Handley is director of Rethinking Administration, a project initiated in 1992.